DOCTOR OF EDUCATION (EDD)

Cooperation or competition: an exploration of values relating to internationalisation in higher education in Ireland

O'Neill, Don

Award date:
2019

Awarding institution:
University of Bath

DOCTOR OF EDUCATION (EDD)

Cooperation or competition: an exploration of values relating to internationalisation in higher education in Ireland

O'Neill, Don

Award date:
2019

Cooperation or competition: an exploration of values relating to internationalisation in higher education in Ireland

Don O'Neill

A thesis submitted for the degree of Doctor of Education

University of Bath

Department of Education

September 2018

Copyright

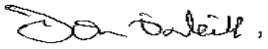
(b) Restrictions on use and Licensing Appendix 6 QA7 Page 5 of 11 Restrictions on the use of theses by others should be the exception rather than the rule, but when confidential or commercially-sensitive information (e.g. information which is the subject of a patent application) is included in a thesis/portfolio, some restriction on all or part of the thesis/portfolio is likely to be necessary: you should consult with your supervisor(s) about any proposed restrictions. If access is to be restricted, permission must be sought from the Board of Studies using the Restriction of Access to a Thesis form, PGR7. Restrictions are normally not more than three years after the thesis/portfolio award agreed and the date on which the restriction ceases to apply should be recorded (Regulation 16.1 (j) (v)). In this case, the following statement should be printed below the copyright declaration, to be completed and signed when the final thesis is submitted to the Doctoral College:

Access to this thesis/portfolio in print or electronically is restricted until ……. (date).

Signed on behalf of the Doctoral College.....(print)

Declaration of authorship

I am the author of this thesis, and the work described therein was carried out by myself personally.



Candidate’s signature

Table of contents

List of Tables

List of abbreviations

DAAD	Deutscher Akademischer Austauschdienst
DoES	Department of Education and Skills
EEC	European Economic Community
EI	Enterprise Ireland
EU	European Union
GATS	General Agreement on Trades and Services
HE	Higher Education
HEA	Higher Education Authority
HEI	Higher Education Institution
IAU	International Association of Universities
ICEF	International Consultants for Education and Fairs
ICM	International Credit Mobility
IEASA	International Education Association of South Africa
IIE	Institute for International Education
IoHE	Internationalisation of Higher Education
IoT	Institute of Technology
IRB	Institutional Review Board
NGO	Non-Governmental Organisation
OECD	Organisation for Economic Cooperation and Development
RTC	Regional Technical College
SFI	Science Foundation Ireland
STEM	Science, Technology, Engineering and Mathematics

TCD	Trinity College Dublin
TUI	Teachers Union of Ireland
UCC	University College, Cork
UCD	University College, Dublin
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organisation

Acknowledgements

Completion of this Doctor of Education programme would not have been possible without the support and encouragement of so many people. I would like to sincerely thank:

My lead supervisor Dr Andrea Abbas for her encouragement and advice while preparing this research enquiry. I am very grateful for her kindness and support and for the excellent feedback on my drafts.

The second supervisor Dr Tristan Bunnell for his useful suggestions and advice.

All the participants who gave generously of their time in the interviews.

My wife Kate for her endless support, patience and unfaltering belief in me throughout the course of the EdD programme.

My son Daire for his constant understanding and sense of humour.

My late parents, Joan and Sonny who both sadly passed away during the course of my EdD studies. I am eternally grateful for their constant support of my educational endeavours and also for instilling in me an appreciation of languages, culture and travel and an interest in all things international. Thanks also to my sister Marian for her continuous encouragement.

Thanks to Ray Cullen, Head of Department of Languages, Tourism and Hospitality, School of Humanities , Waterford Institute of Technology, for his support and to the 'critical colleagues' and many other colleagues who took an interest in my research, shared opinions, offered insights and encouraged me along the way. *Merci, gracias, obrigado, go raibh maith agaibh!*

Abstract

This study addresses the important and timely issue of values relating to the internationalisation of higher education (HE) in Ireland. Knight (2011) cautions that the values of cooperation which traditionally characterised internationalisation are being increasingly replaced by those of competition, and this study sets out to explore the ways in, and extent to which this may be applicable.

The study takes place within a context of increased globalisation and commercialisation of HE, including in Ireland. Using a case study approach, an analysis of the websites of eight HEIs provided a 'tip of the iceberg' insight into the way internationalisation is represented online; while interviews with eighteen managers from universities, Institutes of Technology and national agencies with responsibility for internationalisation, revealed a 'below the surface' view of the values that are underpinning the process.

Whilst the study found that all of the institutions' websites provide examples of activities related to cooperation, partnership and exchange, the interview findings provide a more complex picture, particularly in relation to the commercialisation of internationalisation. The funding crisis for HE, especially in the wake of the 2008 financial crash has meant that internationalisation has become a source of revenue for many institutions highlighting an increasing focus on values related to competition and commercialisation.

The data reveals the competing nature of values for international office staff who are under increasing pressure to generate income, while many of those interviewed also advocate closer cooperation among HEIs to promote Ireland as a destination for HE. Commercialisation is now however part of the landscape; the challenge is how to maintain a commitment to internationalisation based on values of cooperation.

Referring to Carayannis & Campbell's quintuple helix model (2010), the study recommends enhancing connectivity between government, industry, civil society and the natural environment, working to enhance 'collective imagining' between stakeholders to envision a new future for internationalisation built on 'feasible utopias', which can be realised through connecting with Ireland's extensive global network and implementing a strategy of 'knowledge diplomacy'.

Chapter 1: Introduction

1.1 Introduction

This chapter will introduce the subject of the dissertation – the internationalisation of higher education (IoHE) in Ireland, with a focus on the issue of those values which are underpinning and guiding it. It will set out a justification for selecting this subject as a topic worthy of study. It will outline the context of the study and delineate its scope and its limitations, as well as offering a situational analysis. The chapter will include an indication of the contribution to knowledge and the originality of the study, and also the research aim and objectives. The chapter will then close with a summary of the contents of the other chapters within the dissertation.

1.2 Internationalisation in higher education in Ireland

Internationalisation in Ireland can arguably be traced back over one thousand years. Its roots delve deep into the history of learning in the 'Land of Saints and Scholars' ('*Insula Sanctorum et Doctorum*'), as Ireland was known in medieval times, reflected in the title of Healy's seminal work (1890). Scholarship in medieval Ireland knew no borders. At that time, scholars came from all parts of Europe to learn and share knowledge in its many renowned centres of ecclesiastical learning (Kelly & Doherty, 2014). Joyce (1906) describes how the largest number of scholars came from Great Britain and how many 'distinguished Englishmen' were sent to Ireland to finish their education, including the medieval British princes, Oswald and Alfrid, and Dagobert II, King of Austrasia (pp.176-177). In an environment where learning was centred on the sharing of knowledge and humanistic ideals, in a spirit of cooperation and reciprocity, this very early form of organised, advanced learning in an internationalised community might reasonably be considered the worthy and laudable beginnings of what has come to be known as 'internationalisation' in Ireland today.

Despite the fact that scholars have been moving between countries for the purposes of learning for many centuries, the earliest definitions in the literature relating to internationalisation in the context of higher education (HE) date back over just two

decades. In 1993, Knight published a definition that focuses on the processes of internationalisation and how its implementation requires an on-going effort. She notes the importance of an integrated approach whereby internationalisation has evolved from the simple notion of scholars moving between countries for the purpose of learning, to a more expansive type of internationalisation which, she argues, should permeate throughout the entire academy to include the integration of 'an international/intercultural dimension into the teaching, research and the service functions of the institution' (1993, p.21).

1.3 Justification for the study

At the same time as Knight and others were grappling with identifying the processes and priorities of internationalisation, international student numbers in HE were increasing, and the growth in numbers has continued at an ever-accelerating pace. The number of students studying in HE outside their own country has quadrupled, from 1.3 million in 1990 (OECD, 2013) to reach 5 million in 2014 (ICEF, 2015), contributing an estimated US$32 billion to the world economy in 2016 (Dennis, 2018). In an Irish HE context, the growth in the number of international students studying at the country's twenty-three public sector institutions has expanded five-fold since records began in 2000, increasing from 4,184 students in that year (Finn & Darmody, 2017) to 23,127 in 2017 (HEA, 2017), contributing an estimated €1.55 billion to the economy in 2016 (DoES, 2016).

According to Knight & de Wit (1999), the rationales for the IoHE that are spurring this growth are, 'political, economic, social and cultural and academic' in nature (pp.83-102) and are due primarily to the 'time-space' compression associated with globalisation (Harvey, 1999). Reflecting a growing importance of identifying rationales at a national and institutional level, Knight identified two specific types of rationale: the first category she refers to as 'existing rationales' and the second category she names as rationales of 'emerging importance' (2004, p. 23). It is important to note that the latter rationales have a predominantly commercial focus, referring, for example, to income generation, commercial trade, and strategic alliances, signalling new motivations for internationalisation which will be explored in more detail later in the study.

For Knight, the apparent shift in motivations driving internationalisation is a serious issue and one that has become a preoccupation for her. As these new motivations for

internationalisation become manifest, new interpretations of what internationalisation means for HE have also emerged. Knight (2011), for example, claims that IoHE has, in recent years, changed from a process traditionally perceived as 'based on values of cooperation, partnership, exchange, mutual benefits, capacity building to one that is increasingly characterised by competition, commercialisation, self-interest and status building' (p.1).

As a result, internationalistion has come to be seen by some as lacking focus (Warwick, 2013), or 'losing its way' (Knight, 2011, p.1). Brandenburg and de Wit (2011) go even further than that, suggesting that internationalisation has indeed lost its way, even so far as to evoke the 'end of internationalisation' (echoing the 'end of history' by Fukuyama, 1989), claiming that it represents the last stand for humanistic ideals in a world focused increasingly on economic return (p.15).

This study aims to make a unique and consequential contribution to the literature on internationalisation, particularly at this important juncture. Adopting the stance that the call to bring a real and influential light to shine on the matter of values is of immense significance, this study will add to the debate on this matter in a manner that takes into consideration recent literature and local and global events. It will also add to the literature that looks at Ireland as a case study, which to date is a study that has not attracted significant attention. By providing an in-depth case study of a small country, it is hoped that it also makes possible the transferability of this research to other circumstances which may be seen as relevant.

1.4 Context of the study

This current state of affairs, wherein IoHE is seen as being lost to economic gains, contrasts starkly with the international learning communities of medieval Ireland, based so firmly on those very humanistic ideals which are seen now to be diminishing. Brandenburg and de Wit do come to the conclusion that a brighter future for internationalisation is possible; for this to happen in a meaningful way, they call on all involved to 'dig deeper and place the options within a new set of values and rationales' (*ibid.*, p.17), to enable us to re-examine how we look at IoHE and re-conceptualise what it means.

Precisely with a view to envisioning a new future for internationalisation, the International Association of Universities (IAU) assembled a group of thirty of the world's leading academics – with contributors from all continents - in an effort to examine and build consensus around the values and principles that underpin the various activities associated with internationalisation. The group's work is published in an influential policy statement, '*Affirming academic values in internationalization of higher education: A call for action*' (2012), which makes a concerted appeal to all Higher Education Institutions (HEIs) across the world to put academic values above all else when charting a future direction for internationalisation.

The IAU document was well received and resonated strongly across the global academy. Its underlying message was clearly recognised, not least of all by Knight (2013, 2015), who echoes calls for the positioning of academic values as central to future internationalisation initiatives. Knight argues that academic values give 'shape and meaning to the rationales and expected outcomes that underpin institutions' and nations' drive to internationalize' (2015, p.5).

1.5 Scope of the study and limitations

In light of the above calls, the purpose of this study is to examine the values associated with the IoHE in order to identify what are seen as core values in an Irish HE context, and to explore the ways in, and extent to, which they are being lived out. The scope of the study focuses on the management perspective with regard to IoHE as leaders in the area have an overview of how internationalisation fits into an institution's overall ethos and are ultimately responsible for decision making related to it. This view is supported by Cotae (2013) who claims that the role of leadership is central to the success of IoHE, as it is the 'primary factor responsible for allocating further resources or postponing further expansion' (p.343). It is important to acknowledge that, while the role of managers is key to the success of internationalisation, decision making with regard to internationalisation takes place at many different levels within HEIs, relating to academic, administrative, and operational functions.

In order to gain a broad range of perspectives, twelve managers from both the university and institute of technology (IOT) sectors were interviewed. Six managers, with

responsibility for internationalisation in six different national agencies, were also interviewed in order to gain a national perspective on matters relating to IoHE.

It is acknowledged that the importance of values relating to internationalisation and pedagogy is increasingly perceived as important by academic staff and witnessed in initiatives such as the internationalisation of the curriculum or intercultural approaches to teaching and learning. In addition, values relating to student support may be seen as critical from the perspective of international office staff and the representation of values in institutional strategy and policy. These areas are beyond the scope of this study but could serve as interesting areas for possible future research.

1.6 Situational analysis

My research has been written from the perspective of someone who has been highly engaged with many different aspects of internationalisation for almost thirty years. I have worked at an IoT since 1989 in a variety of academic and management roles, including lecturer in French and Spanish, Head of Department of Languages, Tourism and Hospitality, International Office Manager, and am currently Assistant Head of Department in the School of Humanities and also have responsibility for international placement (academic and industrial).

Having both lived and studied in France, I have gained valuable insights as to how differences relating to social, cultural, and academic life in another country can be interpreted from a range of different perspectives. This has also enabled me to develop knowledge about the importance of international connections, to see the value of skills in languages and intercultural awareness, and to develop an attitude of greater tolerance in relation to cultural difference.

Working as a lecturer in French and Spanish has afforded me the opportunity to work with students at all levels on the language learning spectrum, from beginners to advanced. This has allowed me to see the multiple benefits for students of engaging in a process that is incremental in nature and one that requires many years of study to achieve fluency. In my academic role, I was also instrumental in setting up the Erasmus exchange programme at my place of work in 1989, an activity which I continue to develop. Work in this area has

allowed me to see at first hand the many benefits for students and staff that come from cooperation with international partner institutions.

In addition to my work as lecturer, I have also had some experience in the role of manager, both as acting International Affairs Manager in the institute's international office and also as acting Head of Department of Languages, Tourism and Hospitality. Working in these roles enabled me to gain a unique understanding of how a HEI is managed from both the perspective of an administrative and an academic manager. This enabled me to see the challenges associated with managing, both in the highly marketised environment of the international office, where the role was measured largely on performance and commercial return, and managing an academic department with very limited financial resources, where there is an ever increasing emphasis on matters related to quality assurance and the management of both financial and human resources.

In my role in the international office, I was responsible for managing a diverse range of projects with global reach, which were both commercial and cooperative in nature. The commercial projects spanned a broad range of areas, including the recruitment and subsequent pastoral care for some 320 Brazilian undergraduate and postgraduate scholarship students on the Brazilian Government 'Science without Borders' programme, negotiating the opening of an institute office in Shanghai, and the development of a fee-paying 'Study Abroad' programme across the five academic schools at the institute. These projects afforded me the opportunity to manage complex international projects, which required strong business acumen, a high level of intercultural sensitivity, and a keen ability to negotiate with multiple stakeholders.

In parallel, motivated by a desire for involvement in cooperative type projects, with the support of senior management, I became involved in managing capacity building projects as part of the EU Tempus and Erasmus Mundus programmes. Through this work, I came to value the importance of sharing skills and expertise with colleagues from around the world, and I am resolute that the mutual learning which comes from such initiatives, serves to break down barriers and build strong collegial communities.

The broad range of experience gained from working in these management roles and also from working as a lecturer has heightened my awareness of various tensions associated

with internationalisation at a national level and also in my place of work. These tensions relate to a perceived growing emphasis on the commercial side of internationalisation, particularly related to the recruitment of fee paying non-EU students and researchers to the detriment of non-commercial activities such as international cooperation and exchange. Highly motivated to examine new ways of conceptualising internationalisation in an Irish HE context, I initiated this study feeling the tension of the pull between aspired values, with regard to internationalisation, and those lived out in experience (Argyris & Schön, 1974; Schön, 1983; Schein, 1984 and Whitehead, 1989), desirous of better understanding the situation in order to contribute to knowledge in a way that might be of benefit in an educational area that is deeply important to me.

1.7 Contribution to knowledge and originality

This study sets out to respond to calls by Brandenburg and de Wit (2011), the IAU (2012), and Knight (2013, 2015) to place academic values squarely in the foreground when planning for internationalisation. It explores the relationship between espoused values with regard to internationalisation, and how these values are lived out in practice, in order to gain a better understanding of the rationales and expected outcomes that are driving Irish HEIs and State agencies to internationalise. The study in particular explores the values that managers from a large, representative sample of HEIs and national agencies in Ireland attach to the ongoing process of IoHE. In so doing, the study serves to address a gap in the literature, as there is a notable paucity of published material on the subject of values generally and, to date, nothing has been published in relation to the Irish context. This research enquiry takes the stance that the whole issue of the articulation of values is a vital matter to be addressed when moving towards a more balanced and equitable form of internationalisation for HEIs, not just in Ireland, but globally.

1.8 Research aims and objectives

The aim of this research is to gain an understanding of the values relating to internationalisation espoused by managers in an Irish HE context. The study is a response to Jane Knight's call for:

> *'greater reflection and clarity in the articulation of the values, especially cooperation and competition and the positioning of education as a "public" or "private good," in the provision of higher education'* (2015, p.5).

Knight (2011, p.1) draws our attention to what might be seen as a crisis in values in internationalisation, pointing out that it has evolved from being a process based on values of 'cooperation, partnership, exchange, mutual benefits and capacity building to one that is increasingly characterised by competition, commercialisation, self-interest and status building'. She calls for 'greater reflection and clarity in the articulation of the values, especially cooperation and competition' (2011, p.1).

The aim of this study is to,

> *explore the values relating to the internationalisation of higher education in Ireland in light of Knight's (2011) claim that the values of cooperation which traditionally characterised internationalisation are being increasingly replaced by those of competition.*

The research objectives are:

1) To critically analyse websites of four universities and of four Institutes of Technology in relation to their portrayal of internationalisation
2) To interview managers working in an Irish HE context in order to explore, classify, and discuss their experiences and perspectives on how values have informed and are currently impacting internationalisation
3) To make recommendations with the intention of enhancing how higher education institutions and government reflect on, support, and advance matters related to the internationalisation of higher education.

1.9 Summary of chapters in the research enquiry

Chapter 2 presents a review of the literature on IoHE outlining the changing role of the university and its development. It also addresses the literature relating to the rationales for

IoHE, providing a commentary on the context in which unprecedented changes related to globalisation have led to what might be considered a crisis in values in IoHE. The tensions arising from this crisis are explored, with the discourse of managerialism evoking a response from educationalists to reaffirm the necessity of core academic and humanist values to be placed at the heart of IoHE processes.

Chapter 3 presents the contextual backdrop for the research by providing an overview of HE in Ireland and the development of policy and strategy related to IoHE.

Chapter 4 presents the methodological aspects of the research, clarifying the ontological and epistemological assumptions that underpin it. It also discusses why case study was selected as the research design, explains the choice of research samples used, the methods selected for gathering data, and how issues relating to ethical considerations were addressed. The approach to data collection and analysis is also presented.

Chapter 5 discusses the research findings in the context of the literature. This chapter examines how values relating to IoHE in Ireland are conceptualised in a contemporary context, based first on the findings from the website analysis and then on an evaluation of the interviews.

Chapter 6 presents the main conclusions of this research enquiry and makes recommendations for further research.

Chapter 2: Literature review

2.1. Introduction

This chapter will present a review of the literature on internationalisation, with the intention of illuminating the shifting nature of the values that underpin its efforts. It will outline the increasing impact of globalisation and the ensuing changing role of the university. It will identify some of the problems in relation to defining internationalisation, leading into an articulation of the literature relating to the rationales for IoHE. The thrust of the chapter will be to chronicle how unprecedented changes related to commercialisation have led to what might be considered a crisis in values in internationalisation in higher education. The tensions arising from this crisis will be explored, elucidating how the discourse of managerialism evoked a response from educationalists to reaffirm the necessity of placing core academic and humanist values at the heart of the internationalisation process and to conceptualise and operationalize internationalisation as a public good. A detailed analysis of these matters in relation to the Irish context will be provided in chapter three.

2.2. The beginnings of internationalisation in higher education: Cooperation, partnership and exchange

Dating back to the Middle Ages, learning in Ireland's monasteries was rooted in a spirit of cooperation and exchange, where international learners shared experiences with Irish scholars in what could arguably be seen as the earliest days of internationalisation (Healy, 1890; Kelly & Doherty, 2014). Since the demise of the Irish centres of ecclesiastical learning around the turn of the first millennium, the emergence of the earliest European universities or *studia generale,* higher education institutions have, at different times, shown varying degrees of openness to the outside world (Appendix 1). The original *studia,* such as those in Bologna, Paris, and Oxford, primarily had a teaching and scholastic mission but, above all, espoused a philosophy based on an attitude of openness and welcome, not just for local scholars, but for scholars of all origins (Rashdall, 1895, p.8; Barnett, 1990). By the late Middle Ages, universities began to adopt a more formative role preparing students for administrative positions in the church, state, and municipalities while also training for the traditional professions. However, by the 1700s, with the rise of the nation-state, particularly

in Europe and Latin America, countries began to adopt a more nationalistic outlook to HE, tailoring the academic focus to suit their own national needs. Similarly, in the US in the 1800s, the 'democratization' of learning in HE, aimed at serving the public of the nation-state, led to universities adopting a more inward looking approach.

It was not until the end of World War I that the world's universities began to again adopt a more outward looking perspective. During the Inter-war period, organisations for the promotion of international education such as the Institute for International Education (IIE) in the United States (1919), the German Academic Exchange Service (Deutscher Akademischer Austauschdienst or [DAAD])(1925) and the British Council (1934) were established to promote the values of peace and mutual understanding (Altbach & de Wit, 2015). These efforts to foster cooperation across borders were, however, temporarily - and violently - stymied due to the rise of fascism and Nazism in Europe and the outbreak of World War II. From the end of the war in 1945, international relations became polarised in nature, shaped by confrontation between the United States and Soviet Union, leading to the so called 'Cold War'. In both countries, international education programmes assumed a new strategic importance and became a central way for these countries to build and foster international allegiances (Tsvetkova, 2008).

While the world was divided by the effects of the 'Cold War', Europe began the process of rebuilding relations with its neighbouring countries within the framework of the European Union (EU), then known as the European Economic Community (EEC). A reluctance to engage in discussion about matters related to education was, however, noted by Pépin (2007) who claims that, for the first 20 years, education remained a 'taboo' subject amongst member countries, each anxious to protect its own education system. By the mid-1980s, however, there was a growing awareness among the EU partner countries of the importance of enhanced cooperation as a way to build relationships and advance knowledge (Yang, 2002). The launch of the EU Erasmus exchange programme in 1987 was a first step in developing intra-European relations amongst HEIs, and had a powerful impact, enabling the exchange of students and academic staff which was to provide the catalyst for mobility and for enhanced EU cooperation (Jacobone & Moro, 2015) and a ripple of socio-cultural shifts. Within an Irish context, for example, the Erasmus programme is accredited with transforming Irish HE from 'being a mono-ethnic and mono-cultural' to one that is modern,

multicultural, and global in nature (McEntee, 2017); this is discussed further in the next chapter.

Beyond the benefits of enhanced cooperation between European HEIs, participation in the Erasmus exchange programme continues to have considerable long-term benefits for students and staff. Since its inception, the programme has funded some nine million students to carry out a period of study or work placement in another European country, and since 2014, in countries worldwide (European Commission, 2017). The benefits of participation in the programme are well documented and include enhanced opportunities for employment, improved linguistic skills, and heightened intercultural competence amongst others (Bracht, 2006; Teichler & Janson, 2007; Keogh & Russel-Roberts, 2008). According to Engel (2010), some eighty-six percent of Erasmus exchange student participants are, for example, reported by employers to be competent at using foreign languages in professional settings, as opposed to just forty-two percent of students who did not avail of such an exchange opportunity.

2.3. The early impacts of globalisation on internationalisation

By the early 1990s, building on the success of the Erasmus programme, the European Commission had become increasingly conscious of the growing impact of globalisation, heralded by Held, McGrew, Goldblatt & Perraton (1999) as 'the widening, deepening and speeding up of worldwide interconnectedness' (p.2). The rapid pace of growth of globalisation, referred to as 'time-space compression' by Harvey (1999, p.284), led to a merging of cultures and communities due to the rapid pace of growth and change, resulting in a shift in what our sense of place should be (Massey, 1994).

In response to this global shift, the EU extended its range of cooperative projects beyond the borders of Europe and with a new aim – capacity building. These projects are aimed to support EU partner countries to 'modernise, internationalise and increase access to higher education and address the challenges facing their higher education institutions and systems' (European Commission, 2018). The first such initiative, the Trans-European Mobility Programme for University Studies (TEMPUS), launched in 1990, enabled universities from EU Member States to cooperate with partner universities in Eastern Europe, Central Asia, and North Africa. Some thirty years later, capacity building projects continue to be an

important way for the EU to maintain its connections and build relationships beyond the borders of Europe as part of the Erasmus+ Key Action 2 programme. According to the European Commission, this initiative is designed to foster 'cooperation for innovation and exchange of good practices' (European Commission, 2018) in a spirit of cooperation and partnership.

In light of the success of the Erasmus and TEMPUS programmes, the EU has remained steadfast in its goal to extend its range of partnerships beyond Europe, and various intentions may be seen to underpin their endeavours. In I999, the 'Bologna accord' made provision for comparability in standards and quality of HE qualifications across Europe (Trowler, 2004; Sanders & Dunn, 2010). Since then, the accord has been signed by forty-eight different countries, to much acclaim, leading Keeling (2006) to assert that it has become 'a guiding framework for universities in many countries' (p.212). Furthermore, in 2014, the scope of the Erasmus+ programme was broadened to include International Credit Mobility (ICM), providing opportunities for students and academic staff to study, teach, and train globally and have academic credits earned abroad recognised in Europe.

The agenda of the European Union takes place with a rise in globalisation as its backdrop. Globalisation has been seen to have been growing in influence since 1992 (Verde, 2017) and intertwines both conceptually and in practice with internationalisation. Marginson (2006) argues that globalisation and internationalisation are transforming HE systems, policies, and institutions and that the two concepts are therefore inextricably linked. Knight (2008) claims that 'internationalization is changing the world of higher education, and globalization is changing the world of internationalization' (p.1). For the International Association of Universities (IAU), globalisation is now the most important contextual factor shaping IoHE (IAU, 2012, p.1).

Indubitably, globalisation has greatly changed the academic environment over the past two decades and knowledge has replaced capital as the basic economic resource (Drucker, 1994). The university's pivotal role in the production and dissemination of new information is of utmost importance (Scott, 2006), making the university a vital driver of the 'knowledge society' (Drucker, 1969), evidenced by the rapid increase in student enrolments at universities worldwide. Maslin (2012) reports that globally, university enrolments are forecast to grow by over 50% to reach 262 million students by 2025. Goddard (2012)

meanwhile predicts that this increasing demand will be greatest in developing countries, particularly in China and India. This is borne out by a British Council study (2015), which reveals that India will have the largest number of domestic students by 2025, with some 119 million students, ahead of China, with 80 million students.

In the midst of all these changes, one particular major global event occurred in the form of the 1994 General Agreement on Trades and Services (GATS) that, even though it went largely unnoticed by the academic community (Scherrer, 2005), had arguably the biggest impact on the IoHE. In this agreement, the World Trade Organisation (WTO), designated education as a tradable commodity (Altbach & Knight, 2007); this meant that academic programmes could be sold across borders and HE became 'a commodity to be traded' (Altbach & Knight, 2007, p.291). The potential international student groups referred to above now became markets. This represented a phenomenal change in paradigm for internationalisation, moving from a world view based on the values of 'cooperation to competition' (Van der Wende, 2001, p.249). As a result, the driving force for internationalisation had become undeniably economic, bringing the focus to activities such as international student recruitment, preparing graduates for the global labour market and attracting global talent for the knowledge economy (De Wit & Hunter, 2015).

Jiang (2010) adds that it is not just the GATS agreement that has changed how internationalisation is understood and operationalised, pointing out that relevant policies by the major global economic organisations such as the World Bank and the Organisation for Economic Cooperation and Development (OECD) are also 'exclusively economically oriented' (p.883), and that profit has become the major motivation for HEIs' increased interest in IoHE. Consequentially, education policies in many countries have, in recent years, become increasingly framed in terms of trade, and very quickly the commercial agenda has become more evident in the narrative around education, leading to what Williams (1995) describes as the marketisation of education (Foskett, 2010; Furedi, 2010). This trend in relation to Ireland will be explored further in the next chapter.

2.4. The changing university in a globalised world

In an increasingly globalised world, marketization has become an ever stronger aspect of the HE environment, and an examination of the way it is funded has led to new economic

models based on increased international economic competition (Etzkowitz, 1993; Etzkowitz and Leydesdorff, 1995), such as the 'triple helix', a model that illustrates a shift, from the well-established industry-government dynamic in society, to a new relationship between university-industry-government, bringing an economic and commercial focus to HE and how it is managed.

This triple helix shift transformation was to have a profound effect on HE and put increasing pressure on policy makers 'to change the way tertiary education does business' (Slaughter & Leslie, 1997, p.31), to a way that is characterised by 'the adoption by public sector organisations of organisational forms, technologies, management practices and values more commonly found in the private business sector' and referred to by Deem as 'new managerialism' (1998, p.47). Consequently, the policies of nation-states, with regard to public services, appear to have changed in two ways: firstly, there is a reluctance to use public money for public services and, secondly, publically funded institutions are expected to become market-focused and so adopt the practices and values associated heretofore with the private sector (Deem, 2001, p.9).

While changes in management practices continue to challenge the role of the university, reduced state funding for HE has also led to changes in work practices for academic staff who are coming under increasing pressure to secure new sources of funding (Slaughter & Leslie, 1997). These include applications for research grants, participation in consultancy projects with industry and the recruitment of fee-paying international students, among others, referring to this engagement in 'marketlike efforts' (p.11) to secure external funding as 'academic capitalism' (*ibid.*). They argue that academics that pursue private sector funding using market-like behaviour may start to distance themselves from the idea that they are, if fact, public employees, adding that they could be termed 'state-subsidized entrepreneurs' (p.9).

It is precisely the sense of academic staff as entrepreneurs that spawned the concept of the 'entrepreneurial university' (Clark, 1998; Gibb & Hannon, 2006). Within this context, Deem (2001) claims that academics and administrators are constantly in search of innovative ways of securing funding through a variety of enterprising activities. Etzkowitz & Webster (1998) further argue that academic entrepreneurship offers great potential for universities but also involves risk. They claim that it could affect the teaching and research

missions of the university by placing, ‘newfound importance on economic and social development’ (p.39). Ramjugernath, however, argues that this is exactly the direction that universities need to take. He claims that it is no longer sufficient to train graduates to enter the workforce and solve challenges but that, rather, universities need to be ‘drivers of innovation and entrepreneurship’ and ‘work with all stakeholders in the innovation and entrepreneurship system – in the best interests of the nation and citizens’ (MacGregor, 2015, p.1).

The notion of using innovation to spur developments for the greater good is further explored by Carayannis & Campbell in their work on the quadruple and quintuple helices (2009 & 2010). Based on Etzkowitz’s triple helix concept, the fourth helix, added to the already established triad of university-industry-government, relates to engagement with civil society while the addition of the fifth helix concerns our relationship with the natural environment. Carayannis & Campbell (2012) further add that connecting with stakeholders in these five areas is crucial to the prospects of sustainable problem-solving to meet the many challenges faced by modern society.

Connecting with stakeholders is also an idea central to Barnett’s concept of the ‘ecological university’ (2011, 2018), in which he claims that universities have become particularly focused on day-to-day and local matters rather than on pressing world issues. He asserts that we need to think about universities in a more imaginative way but we must also be realistic. In response, he suggests that we need, not merely utopias of the university, but ‘feasible utopias’ (2011, p.4) built around a process of ‘collective imagining’ in order to tackle the major challenges facing society such as climate change, poverty, and resource depletion (*ibid.*).

Knight also acknowledges the need for connectivity as a way to tackle major challenges for society, in her latest work on ‘knowledge diplomacy’, which she describes as ‘a bridge linking international higher education and research with international relations’ (2018a, p.1). This bridge she claims can bring expertise from the HE sector together in partnership with other sectors to address the major challenges facing contemporary society that are beyond the reach of individual countries.

The ‘diplomacy framework’ that Knight proposes (2018a, p.6) is centered on an approach where relations are horizontal in nature, as opposed to vertical, as is the way in traditional ‘power dynamic’ relationships. Knowledge diplomacy, she argues, is based on ‘negotiation, collaboration and mediation’ rather than the ‘hard power’ approach of ‘coercion and control, or indeed the ‘soft power’ approach of ‘attraction and persuasion’. Its philosophy is underpinned by values of ‘reciprocity, mutuality and compromise’, which in turn lead to ‘win-win’ outcomes for all involved (*ibid.*).

2.5 The problematics of defining internationalisation

In a world where the role of the university has changed considerably over the past two decades, we have seen how the various shifts that have been discussed quickly gained momentum. The discourse that evolved upon the realisation and acknowledgement of these swift changes led to the evolution of an important discourse on the purpose, meaning, and values of IoHE. Essential to this was a candid engagement with the problem of defining internationalisation (Knight, 2004; Jiang 2010) in order to scope out its role, its direction, and the values that should underpin it. De Wit recognised this when he insists: ‘even if there is not agreement on a precise definition, internationalisation needs to have parameters if it is to be addressed and to advance higher education’ (2002, p.12). This grappling with definitions began in 1993, the year before the GATS agreement. With a relentless pull towards values of competition and commercialisation, attempts (sometimes valiant) were being made to hold the ground on values of cooperation and partnership.

The seriousness of this is underlined when Knight warns that IoHE ‘has become a catch-all phrase used to describe anything and everything remotely linked to the global, intercultural or international dimensions of higher education and is thus losing its way’ (Knight, 2014, p.76). In order to get an overview of the developments in the area, and to address this very serious question of internationalisation ‘losing its way’ (*ibid*.), the table below sets out some of the most frequently used definitions of the past two decades (Table 1). Whilst significant voices from the Irish perspective are making themselves heard in more recent years (Finn & Darmody, 2017; Clarke *et al.*, 2018; Courtois, 2018), there are no writers commenting particularly from the Irish perspective at this stage; Ireland’s contribution is discussed in the next chapter.

Table 1: **Definitions of internationalisation in higher education**

Year	Definition	Author
1993	'Internationalisation of higher education is the process of integrating an international/intercultural dimension into the teaching, research and service functions of the institution'.	Jane Knight
1999	'Internationalization is an on-going, counterhegemonic educational process that occurs in an international context of knowledge and practice where societies are viewed as subsystems of a larger, inclusive world. The process of internationalization at an educational institution entails a comprehensive, multifaceted program of action that is integrated into all aspects of education'.	Dilys Schoorman
2003	'The process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education'.	Jane Knight
2008	'The conscious effort to integrate and infuse international, intercultural, and global dimensions into the ethos and outcomes of postsecondary education. To be fully successful, it must involve active and responsible engagement of the academic community in global networks and partnerships.'	NAFSA Taskforce
2011	'Comprehensive internationalization is a commitment, confirmed through action, to infuse international and comparative perspectives throughout the teaching, research, and service missions of higher education. It shapes institutional ethos and values and touches the entire higher education enterprise. It is essential that it be embraced by institutional leadership, governance, faculty, students, and all academic service and support units. It is an institutional imperative, not just a desirable possibility'.	John Hudzik
2015	'The intentional process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education, in order to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society'.	De Wit, Hunter, Howard & Egron-Polak – European Parliament

As can be seen above, the variety of terms and activities relating to internationalisation used within the discourse make for a serious challenge to defining the concept (Knight, 2004; Jiang 2010). However, the most recent definition by De Wit, Hunter, Howard and Egron-Polak (2015) insists that it is an 'intentional process', which should be planned and purposeful and needs to be integrated in an inclusive way that will benefit all students and staff. Two dimensions that they add to their definition greatly broaden its scope when compared to previous definitions, referring to the impact that internationalisation can have on the quality of education and research, and also on the contribution it can make to wider society, form a strong argument in favour of the reaffirmation of the values of cooperation and partnership, even in the face of relentless globalisation.

2.6. The growing 'demand' for international education

As the most recent definition of IoHE reflects its increasing contribution to wider society, increasing demand for international education is having a considerable impact on society in many ways. In the face of ever growing pace of globalisation, demand for international student places in HE continues to rise rapidly (Bohm, Davis, Meares, & Pearce, 2002; Altbach & Knight, 2007; Conlon, Ladher, Halterbeck, 2017). This section will examine global trends in relation to the growing demand for IoHE and the factors leading to this growth.

The most recent statistics available reveal that in the period between 2016 and 2017 the number of international students worldwide increased by over five hundred thousand, bringing the total number of students enrolled at universities outside of their home country to some 4.6 million (Institute of International Education, 2017). Continued growth in numbers is predicted for the years ahead, with the OECD (2016) forecasting that there will be some eight million international students studying worldwide by 2025. In an Irish context, the trajectory of international student numbers is also one of growth and this will be examined in more detail in the next chapter.

The growth in international student numbers is being driven by a wide variety of factors, including a lack of capacity in many countries, increased affluence, and a desire to experience another culture. Changing demographic patterns in many countries have had a considerable impact on capacity. The lack of university places in China and India, amongst

other countries, is one of the main factors for the increasing number of students studying overseas (Goddard, 2015; Mazzarol & Soutar, 2002). This can be evidenced in the most recent statistics, for example, from the United States, which reveal increases in the number of students coming from both China and India in 2015/2016 and 2016/2017. Chinese students now account for almost one third of all international students in the US, and as the data indicates, this figure increased by 6.8% between 2016 and 2017. Students from India account for the second largest group, with some 186,267 students in 2016/2017, which represents a very significant increase of 12.3%, year on year.

Table 2: Top ten countries of origin of international students in the USA

Source: Institute of International Education, Open Doors report 2017

Rank	Place of Origin	2015/16	2016/17	% of Total	Change
	World TOTAL	**1,043,839**	**1,078,822**	**100.0**	**3.4**
1	China	328,547	350,755	32.5	6.8
2	India	165,918	186,267	17.3	12.3
3	South Korea	61,007	58,663	5.4	-3.8
4	Saudi Arabia	61,287	52,611	4.9	-14.2
5	Canada	26,973	27,065	2.5	0.3
6	Vietnam	21,403	22,438	2.1	4.8
7	Taiwan	21,127	21,516	2.0	1.8
8	Japan	19,060	18,780	1.7	-1.5
9	Mexico	16,733	16,835	1.6	0.6
10	Brazil	19,370	13,089	1.2	-32.4

While a lack of university places may be one of the factors which explains the ongoing increase in international student numbers, increased affluence, coupled with an increase in demand from a growing middle class, anxious to invest in education for their children and an increasing desire to study through the medium of English, are also factors of growing importance (Mazzarol & Soutar, 2002; Kell & Vogl, 2009; Tsang, 2013; OECD, 2014).

2.7 Commercialisation and competition

In a HE environment where demand for international education continues to grow, this section will examine the increasing importance that countries attach to the generation of revenue from IoHE and will outline the financial benefits that internationalisation brings at global, national, institutional, and local levels. The challenges that result from increased levels of commercialisation and competition between institutions globally will also be discussed.

Referring to internationalisation from an Irish perspective, Clarke *et al.* (2018) report that the recruitment of international students is perceived as 'an important element of revenue generation' (p.15). Morey (2004) holds a similar view, with regard to HE in the UK, while in a Finnish context, Kauko & Medevedeva (2016) report that 'internationalisation is marketisation' (p.98) reflecting the growing importance being placed by policy makers on the commercialisation of internationalisation recalling the rhetoric of Williams (1995). Yi Wang, Kiat Kok, McClelland, Kirkbride (2011) are similarly of the view that HE has become increasingly marketised, referring to what they view as the benefits brought from the generation of financial income through international student tuition fees.

The financial benefits the come from the IoHE are not negligible. On a global scale, the IoHE is estimated to have contributed US$32 billion (€27.5 billion) to the world economy in 2016 (Dennis, 2018); while in Ireland activities related to international education contribute approximately €1.58 billion to the economy annually, and the Irish government's goal is to increase this to €2.1 billion per year by 2020 (DoES, 2016).

At the level of the institution, Maringe and Gibbs (2008) claim that generating money is now 'the number one motive for internationalisation' (p.557). This view is also reflected in an Irish context by Clarke *et al.* (2018), who report that funding incentives represent the number one rationale for internationalisation for Irish universities (p.22). Meanwhile, at the level of the local community, McFadden, Maahs-Fladung, & Mallett (2012) and Kusek (2015) acknowledge the commercial benefit of international students in terms of the importance of their spending and demand for services and its contribution to the economy of local communities.

While the commercialisation of internationalisation has many advantages associated with it, it is also perceived as presenting several challenges. Concerns about the perceived growing power of student recruitment agents are voiced by Raimo (2012) who contends that such agents are becoming 'too powerful' and are extorting high levels of commission on tuition fees from HEIs, anxiously seeking to recruit international students. Knight (2013) similarly claims that some HEIs are 'lowering academic standards and transforming into visa factories' (p.84) in a bid to recruit students and generate much needed income.

Further concerns about the commercialisation associated with IoHE are articulated by the IAU's most recent global survey (2014), which ranks the 'commodification/commercialisation of internationalisation' (p.64) as the top potential societal risk associated with it. According to Garson (2016), the increased commodification/commercialisation of internationalisation has led to a focus on the generation of revenue from international student recruitment. This she claims has transformed internationalisation into an industry whose primary aim is to generate revenue 'to prop up underfunded institutions' (p.19).

The second greatest societal risk associated with the commercialisation of internationalisation in the IAU survey relates to concerns about the 'unequal sharing of the benefits of internationalisation' (*ibid.*) amongst partners. Ilieva, Beck & Waterstone (2014) share this concern, querying the very purpose of internationalisation and what it is sustaining when the income it generates is often used to subvent the day-to-day running of institutions rather than develop projects related to internationalisation. They add that IoHE has become 'very uni-directional – marketing is a priority' (p.882).

The third societal risk on the IAU list regards the 'growing gaps among HEIs' (*ibid.*), with regard to internationalisation within countries. This could be interpreted to reflect the link between internationalisation and building institutional reputation and prestige: unless all HEIs engage in internationalisation in the same way, internationalisation may lead to increased stratification and competition between institutions, as is increasingly manifest in the global rankings.

Increased competition between HEIs and the growing preoccupation with university rankings has led to what Hazlekorn (2011) describes as a worldwide 'battle for excellence',

which she claims is ‘used to determine the status of individual institutions, assess the quality of performance of the higher education system and gauge global competitiveness’ (p.4). The focus on the managerialist benchmarks of ‘status, performance and competitiveness’ demonstrated in the rankings is forcing institutions into a ‘positional arms race’ (Winston, 2000, p.16), which propels them to spend more money in order to attract the best students. Kehm (2016) argues that in a ‘truly postmodern shift’ (p.95) the importance of the rankings is now such that they have become indicators of ‘economic competiveness’ (*ibid.*) of countries and have taken on a symbolic value which no longer relates to the original role of the rankings. Having well placed universities in the rankings is now ‘almost a political imperative’, as universities have increasingly become an indicator of global competitiveness and innovative capacity of national economies (*ibid.*).

2.8. Managing internationalisation in higher education

The section above provides a sense of rapid development and then growth of IoHE over a short period of time wherein the values of cooperation, partnership, and exchange for mutual benefit became contested in the face of globalisation and the commercialisation of IoHE to the point where the university was becoming less a place of learning and research that cultivates the flourishing of individuals and societies, and more a source of potential revenue and an indicator of global competitiveness.

The increasing demand for international student places in recent years has added an extra dimension to the administrative load of HE institutions, which has brought many challenges. As a result, Smithee (2012) claims that for the many institutions, international issues are not a priority and come far down an agenda headed by the perceived core issues such as budgets and strategic plans. Bogotch & Maslin-Ostrowski (2010) similarly argue that, for many institutions, internationalisation features ‘last along the academic continuum’ (p.216). Meanwhile, De Vita & Case (2003) also share the view that internationalisation is not a priority for many institutions, claiming that many HEIs are merely ‘paying lip service’ (p.384) to internationalisation.

In order to change the mind-set around engaging in internationalisation to bring about real change, Schoorman (2000) calls for the need to contractually integrate activities related to

internationalisation into the daily routines of staff. Jenvey (2015) reporting on an American Council of Education study, asserts that there is little incentive for staff to get involved in activities related to internationalisation as 'only 8% of United States higher education institutions have guidelines specifying international work or experience as a consideration for faculty promotion and tenure decisions'. Helms (2015) and Clarke *et al.* (2018) argue that, if HEIs are really committed to developing a cohesive approach to internationalisation, this situation should not continue. They argue that institutions will need to incentivise staff by including activities related to internationalisation in the criteria for academic promotion, which typically, has not happened in HEIs heretofore.

In order to overcome the challenges of engaging staff in internationalisation, Warwick & Moogan (2013) assert that a firm and consistent commitment to internationalisation is needed from institutional leaders and senior management. This view is also reflected in the findings from the International Association of Universities 4th Global Survey (2014), which reports that some forty-six percent believe that the President/Rector/Vice Chancellor of a HEI is the top ranked 'driver of internationalisation' (p.55), followed by twenty-eight percent who believe that internationalisation is driven by 'the International office and/or individuals responsible for internationalization' (*ibid.*). Cotae (2013) shares this opinion, linking the role of institutional leadership and success in the area of internationalisation, claiming that leadership is the 'primary factor responsible for allocating further resources or postponing further expansion' (p.343).

2.9. Rationales for internationalisation

Success in the area of internationalisation while strongly linked to a firm commitment from leadership is also, according to Knight (2015), dependent on working to a well-defined set of rationales. De Wit refers to rationales as 'the driving force pushing a country, sector or institution to address and invest in internationalization' (de Wit, 2005, p.14) and are an expression of the values which lie beneath. These rationales are generally reflected in policy documents and outline the anticipated outcomes from engagement in the internationalisation process (*ibid.*). However, according to Seeber, Cattaneo, Huisman & Peleari (2016), there is often a lack of understanding about the rationales for internationalisation chosen by HEIs and also a lack of evidence as to how these rationales are chosen.

Changes in the rationales driving internationalisation are noted by Knight who argues that, during the last decade, there have been 'some important and discernible shifts in the rationales driving internationalization' (2004, pp.21-28). These, she claims, are taking place at both a national and an institutional level and are due primarily to increased globalization, and are reflected in a change in focus from the traditional categorisation of 'existing rationales' (socio-cultural, political, economic, academic) to a new categorisation - 'rationales of emerging importance' – (national and institutional) which are strongly focused on the commercial aspects of internationalisation (2004, p.23).

The four 'existing rationales' - socio-cultural, political, economic, academic - as defined by Knight, have a very extended ambit of influence and point to the ways in which internationalisation can positively energise the development of the individual, the community, the region, the nation, and the world. In contrast, Knight's 'rationales of emerging importance' have a very clear commercial focus. Rationales at the national level refer to the growing importance of 'strategic alliances', 'commercial trade,' and 'nation building'. Similarly, the 'rationales of emerging importance' at the institutional level, reflect the growing commercial imperative associated with internationalisation. These include 'international branding and profile', 'income generation', 'strategic alliances', and 'knowledge production', with merely a cursory nod to 'student and staff development'.

The growing importance of the economic rationale in some parts of the world is acknowledged by Maringe & Woodfield (2013) who agree that it 'dominates internationalisation in many western universities, while cultural imperatives are seen as more important in Asia, while in Africa and other less developed nations the education rationale is dominant' (2013, p.6). Similar views are echoed by Sanyal & Martin (2008), and Egron-Polak & Hudson (2014). Meanwhile, in an Irish and British HE context, Seeber *et al.* (2016) claim that low levels of core-funding from government, in comparison to other European countries, are increasingly forcing HEIs to adopt an economic rationale for internationalisation.

Marginson (2006), however, argues that the link between rationales and geographical location may not necessarily hold true, as HEIs are simultaneously embedded in a global and national context, which may convey different competitive and institutional pressures. Seeber *et al.* (2016) add that the 'literature has not yet provided a comprehensive insight

into which factors affect HEI rationales for internationalisation' (p.687) while at the same time refuting Maringe & Woodfield's claim, concluding that national contexts do not particularly affect HEIs rationales but rather, 'the immediate organizational context, both in terms of organizational goals and internal actors' interests, emerge as particularly relevant' (p.698).

2.10. The changing nature of values

Despite the lack of agreement about whether the rationales for internationalisation are driven by a global, national or organisational context, there appears to be consensus that the values underpinning internationalisation are increasingly shifting from those of cooperation and partnership to those of commercialisation and competition (Callan & de Wit, 1995; Altbach & Welch 2011; European University Association, 2011; Adams, Leventhal, Connelly, 2012; Tsiligiris, 2012; Bekhradnia, 2015; Courtois, 2018). Values according to Schwartz (2012) are 'critical motivators of behaviors and attitudes' (2012, p.17). In light of the increased marketization of HE in recent years, as described by Williams (1995), there has been ongoing discussion in the literature about the changing nature of values and how they relate to HE (Ferguson, 1986; Barnett, 1990, 2000; NCIHE, 1997; Delanty, 2001; McNay, 2007). Arguably, HEIs have a moral responsibility to show leadership in this area (Thompson, 1991). However, despite the ongoing discussion about values and, despite the increasing interest in the area of IoHE, it is notable that there has been very little reference within the discourse to the values that underpin the process of internationalisation in HE. The work of various sociologists and educationalists offers interesting insights into this ongoing discussion.

The work of sociologists, Durkheim and Weber, in the late 19th and early 20th centuries was central to the development of thought around values (Schwartz, 2012). In *The Division of Labour in Society* (1893), Durkheim explores the notion of the 'collective conscience' (p.39) or the need for a common core of values and beliefs. Meanwhile, Weber, in *Economy and Society* (1922), presents the concept of 'value-rational', which he claims is 'determined by a conscious belief in the value for its own sake… independently of its prospects of success' (1978, pp.24-25). Over the past century, however, there has been little agreement about the conception of values or indeed little debate about their content or structure (Schwartz, 2012.).

More recently, the publication of Schwartz's 'Universals in the content and structure of values' (1992), has led to a renewed interest in the area. The work identifies eleven distinct basic human values (Appendix 2) and compares how these values are viewed in twenty different countries. An interesting finding from Schwartz's research indicates that there is a high level of consensus regarding the perceived importance of values internationally. He reports that in most countries, the values of benevolence (preserving and enhancing the welfare of close contacts), universalism (protecting the welfare of all) and self-direction (independence of thought and action) are ranked as the most important values, while values related to power (status and prestige), tradition (adherence to cultural or religious customs), and stimulation (novelty) feature at the end of the list.

2.11. Values in higher education

In contrast to the relative lack of debate about the conception of values in general over the last century, in the period since the Second World War there has been a considerable amount of discussion about the notion of values in relation to higher education. The writings of Trow (1973, 2005) give a detailed account of how access to HE has changed, describing it as a transition from 'elite to mass to universal' education (2005, p.1). This shift in values also brings with it a fundamental shift in the functions of HE as can be seen in Table 3. Trow outlines, for example, how in the aftermath of the World War II, higher education was viewed as a 'privilege' (1973, p.7) reserved for the 'elite', which represented about 4 or 5% of the student population (*ibid.* p. 4). Its role he claims was particularly concerned with 'shaping the mind and character of the ruling class' (*ibid.* p.7).

Trow considers that above a participation rate of 15%, entry to HE is perceived as a 'right' for those appropriately qualified for admission, and leads to 'mass education', where students are trained in the 'transmission of skills and prepared for work in a broader range of technical and economic elite roles' (*ibid.* p. 8). When the rate of participation goes beyond 50%, Trow categorises participation as 'universal'. In this situation, he proposes that the role of HE is to train the 'whole population' (*ibid.*) to adapt 'to rapid technological and social change' (*ibid.*) and that, in such a context, 'attendance in HE is increasingly seen as an obligation' (*ibid.* p.7).

Table 3: Trow's conceptions of elite, mass and universal higher education (1973)

Classification	Participation rate	Perception of higher education	Functions of higher education
Elite education	0-15%	Privilege	Shaping mind and character of ruling class; preparation for elite roles
Mass education	16-50%	Right	Transmission of skills; preparation for broader range of technical and economic elite roles
Universal education	+50%	Obligation	Adaptation of 'whole population' to rapid technological and social change

With reference to Western Europe, the transition from elite to universal education, as described by Trow, evolved over a period of about twenty five years, between the late 1960s and the early 1990s (Trow, 2005, pp.2-5). Brought about mainly by popular pressure for increased equality and democracy, this transition resulted in a major shift in values in HE. Brennan (2003) outlines how the locus of power and decision making during that time shifted from, a small elite group who shared the same values, which he refers to as the '*Athenaeum*' (p.23), from the Greek term for an exclusive gathering place for the learned, to the general public.

Acutely aware that the locus of power in HE has changed radically, Barnett contends that higher education has experienced a process of 'double undermining' (1990, p.10). The first, is an 'epistemological undermining' (*ibid.*), referring to the lack of a research structure to support new programmes in non-traditional disciplines such as food sciences or sports science. The second, is a 'sociological undermining', which he argues is due to HE's increasingly shifting relationship with the State, where traditional values such as 'academic freedom, neutrality and autonomy' (p.11) are coming under increased scrutiny.

In the face of the ongoing undermining of the traditional values, Barnett argues that institutions have 'a particular set of linked and intrinsic aims' (1990, p.9) and that HE 'has its own *raison d'être*' (*ibid*). This is clearly reflected in his list of twelve values for HE, outlined below (Barnett, 1990, pp.8-9). These values are traditional in nature and strongly defend the pursuit of truth and research, as well as defending the integrity of the academic and the institution and also the development of the student and wider society:

- The pursuit of truth and objective knowledge,
- Research,
- Liberal education,
- Institutional autonomy,
- Academic freedom,
- A neutral and open forum for debate,
- Rationality,
- The development of the student's critical abilities,
- The development of the student's autonomy,
- The student's character formation,
- Providing a critical centre within society,
- Preserving society's intellectual culture.

Barnett's insistence on upholding the traditional values of education and lack of reference to the commercial or training functions of HE contrasts sharply with the rhetoric of 'managerialism' (Deem, 1998). The rise of this neoliberal management style in the British public sector in the early 1980s represented an attempt to address what was seen as great inefficiencies in its operation (Clarke & Newman, 1997). In HE, as well as in all other areas of the public sector, it was believed that 'good management' could deliver the 'three "Es" of economy, efficiency and effectiveness in public services' (Metcalf & Richards, 1987), ensuring better 'value' for the State.

It is interesting to note that the managerialist ideals espoused by successive governments in the UK during the 1980s and 1990s were not espoused in the British government report by the National Committee of Inquiry into Higher Education, known as the 'Dearing Report' (1997). Dearing was commissioned to 'make recommendations on how the purposes,

shape, structure, size and funding of higher education, including support for students, should develop to meet the needs of the United Kingdom over the next 20 years, recognising that higher education embraces teaching, learning, scholarship and research' (p.1). The report presents a set of values which he asserts should be shared throughout HE, resembling those of Barnett (1990). Dearing places a strong emphasis on traditional academic values and in stark opposition to contemporary managerialist rhetoric, observes that, 'higher education should see itself as having a distinctive responsibility to act as the conscience of the nation' (Dearing, 1997, 5.40).

The task of implementing Dearing's recommendations was always going to be a challenging one, given the dichotomy posed by the underfunding of HE, on the one hand, and expansion, on the other (Watson & Taylor, 1998). Barnett (2000) claims that this situation has brought universities to 'a value-fork' (p.27), whereby they are encouraged to embrace the market-driven values of 'academic capitalism' mentioned earlier, while at the same time finding themselves unwilling to abandon their traditional values (Giddens, 1995).

Caught between the 'rock' of traditional values and the 'hard place' of academic capitalism, there has been much recent debate in the discourse about the 'public' and 'private' good nature related to HE (Jonathan, 1997; Hüfner, 2003; Marginson, 2007, 2011; Shaw, 2010; Hensley, Galilee-Belfer & Lee, 2013; Daviet, 2016). Samuelson defines 'public goods' as 'goods which all enjoy in common', leading 'to no subtractions from any other individual's consumption of that good' (1954, p.387). Musgrave further qualified this definition by adding that public goods have a non-rival aspect, meaning that they should be able to be used without diminishing what is available to others (Hüfner, 2003, p. 339) and a 'non-excludable aspect', meaning that usage by one person should not prevent usage by others (p. 340). Marginson argues that 'private goods' are the exact opposite, being both rivalrous and excludable in nature (2007). The challenge therefore surrounding public goods, which can make them particularly contentious, relates to the fact that the, 'benefits are not limited to a single consumer or group of consumers - as is the case with private goods - but are available to all' (Hüfner, 2003, p.339).

Lynch (2016) expresses the view that HEIs are increasingly operating in a 'private good' context, claiming that, they are 'expected to promote commercial interests and values

throughout their operations'. This view was also shared by Saichaie & Morphew, (2014) who assert that HEIs' websites increasingly communicate a commercial message more closely allied to the private purposes of education than the public purposes. Altbach (2015) meanwhile claims that society has increasingly come to view HE as a 'private good', which above all benefits the student or the researcher rather than benefiting greater society (p.3). He also expresses concern about the growing commercialisation of HE, referring to the GATS agreement mentioned earlier, arguing that if HEIs worldwide were subject to the commercial rules and regulations of the World Trade Organisation, the notion of 'the university that serves the broad public good would be weakened' (p.3), adding that such a move could potentially 'destroy one of the most valuable institutions in any society' (p.4).

In defense of the 'public good' role of HE, Coffield and Williamson (1997) emphasise its importance 'in public life, in helping people to understand their world in a critical way and in promoting active debate about democratic values and morality' (p.4). Tilak also affirms the 'public good' nature of HE claiming that it 'produces several public goods' (2008, p.461), including, 'the social purpose it serves, the nation-building role it performs, the public good nature and the human right nature of higher education'. He adds that these principles are, 'fundamental and non-compromizable' (*ibid.*) and should therefore be central to future HE policy. Shaw (2010) notes that education has 'positive externalities' (p.241) whose value is not necessarily captured by the person who pays for the education. He refers to these externalities as 'positive spillover effects' (*ibid.*), claiming that the benefits of HE are far reaching for both the individual and for society and, if correctly supported, will, he argues, help to 'foster greater productivity and innovation, improving the lives of everyone' (*ibid.*).

The 'public good' benefits of HE are also recognised by some of the world's leading social and political organisations who have, in recent years, taken a firm stand against the increased marketization of education. The United Nations, for example, argues that education has long been seen as a 'public good' since its establishment as a human right in its Declaration on Human Rights published in 1948. With regard to HE, the Declaration asserts that it, 'shall be equally accessible to all on the basis of merit' (UN General Assembly, 1948). More recently, other international organisations have also affirmed their commitment to education as a 'public good'. In 2003, the Education Ministers of the EU

committed in the Berlin Communiqué, to ensuring that HE would remain, 'a public good and a public responsibility' (EHEA, p.1). UNESCO made a similar commitment in 2014, affirming that 'the State is the custodian of education as a public good' (UNESCO, 2014, p.2).

Recent discussion in the discourse makes the link between internationalisation in HE and what Stein, Andreotti, Bruce & Suša (2016) refer to as its role in promoting the 'global public good'. Kaul, Grunberg & Stern (1999) define a 'global public good' as one which is, non-rivalrous and non-excludable but differs from a regular public good, in that it is available worldwide. In this context, Stein *et al.* claim that internationalisation in HE plays a major role in the development of global public goods such as 'democracy, prosperity, "good governance," and knowledge' (*ibid.*) Furthermore, Kaul *et al.* (1999) claim that university research can potentially have a beneficial role for society at a global level, especially if linked to civil society initiatives around health, trade, or climate change. The potential benefits for society from the judicious use of global public goods are indeed significant. A similar view is voiced by Marginson (2007) who refers to global public goods as '*the* key to a more balanced, globally-friendly, "win-win" worldwide higher education environment' (p.331).

2.12. Values relating to internationalisation in higher education

Marginson's (2007) affirmation of the importance of global public goods is all the more important in the current context of a highly regulated HE environment in which, as seen earlier, the managerialist paradigm is ever more dominant and wherein internationalisation has changed from 'a process based on values of cooperation, partnership, exchange, mutual benefits, and capacity building to one that is increasingly characterised by competition, commercialisation, self-interest and status building' (Knight, 2011, p.1). This shift in the way HEIs engage with internationalisation underlines a tension around values not seen before (Paulsdottir & van Liempd, 2012). Indeed, such is the significance of this trend for IoHE, that the European Parliament study, '*Internationalisation in higher education*' (2015), cautions that the repercussions for HE are potentially serious; so much so, they

argue that, there is a 'clear danger that academic principles and academic values are at risk' (p.268).

It is precisely these dangers posed by a commercialised form of internationalisation to academic values and principles that prompted the International Association of Universities (IAU) to launch the 'Re-Thinking Internationalization' initiative in 2012 (Olds, 2012). Following consultation with some thirty world experts in the area, the IAU published 'a call for action' entitled, '*Affirming Academic Values in Internationalization of Higher Education*' (2012), highlighting the challenges for IoHE in the context of globalisation and a managerialist agenda, calling on HEIs worldwide to, 're-center the process of internationalization around the academic fundamentals' (*ibid.*). The IAU call sets out twelve distinct values, principles and goals which centre on the articulation of a broad and inclusive commitment to IoHE and are designed to engage all stakeholders including students, academics and wider society, in order to ensure that the outcomes of internationalisation are positive and of reciprocal benefit to all (Appendix 3).

As part of its 2014 'Global Survey' of HEIs, the IAU sought to discover the extent to which the values outlined in its 2012 'call for action' are being included in internationalisation policies eliciting responses from 1,336 institutions in 131 countries (2014, pp.16-17). The survey results reveal that 59% of the respondent institutions have made reference to academic goals as central to their internationalisation efforts. Some 51% of HEIs claim to make reference to, 'shared benefits, respect and fairness as the basis for international partnerships', while half the institutions surveyed refer to, 'equity in access to internationalisation opportunities' in their policies and strategies (Table 4).

Table 4: References made to values and principles in internationalisation policy/strategy documents

4th Global Survey, International Association of Universities, 2014, p. 75

Values and Principles	**Percentage of respondents selecting each option**
Academic goals as central in the internationalisation efforts	59%
Shared benefits, respect and fairness as the basis for international partnerships	51%
Equity in access to internationalisation opportunities	50%
Social responsibility both locally and globally	48%
Academic freedom and institutional autonomy	43%
Scientific integrity and research ethics	41%
Rights of international students and scholars	36%
Safeguarding and promotion of cultural and linguistic diversity	36%
Shared decision-making	25%
Other	3%

With some 59% of HEI's claiming that academic goals are central to their internationalisation efforts in the most recent IAU survey, it is very likely that the recent calls for action from Knight (2011), Brandenburg & de Wit (2011), the IAU (2012), and the European Parliament (2015) have helped to evoke a growing awareness and realisation of the importance of acknowledging values and principles as core to the internationalisation process. Eager to ensure that this momentum is maintained, Knight (2015) asserts that 'a clearer articulation of the values guiding internationalization is becoming increasingly important' (p.5). She argues that values are seminal to the internationalisation process, as they, 'give shape and meaning to the rationales and expected outcomes that underpin institutions' and nations' drive to internationalize' (*ibid.*). Despite the advances in highlighting the importance of affirming academic values in internationalisation in recent

years, Knight contends that there is still 'room for greater reflection and clarity in the articulation of values, especially cooperation and competition and the positioning of education as a "public" or "private good," in the provision of higher education' (*ibid.*).

2.13. Summary

This chapter presented a review of the literature on internationalisation, outlining the changing role of the university and the development of IoHE, particularly over the past two decades. It also addressed the literature relating to the rationales for IoHE, providing a commentary on the context in which unprecedented changes related to globalisation have led to what might be considered a crisis in values in IoHE. The tensions arising from this crisis were explored, with the discourse of managerialism evoking a response from educationalists to reaffirm the necessity of core academic and humanist values to be placed at the heart of internationalisation processes. The deep desire to conceptualise internationalisation as a public good is strongly articulated.

Upon careful consideration of the literature explored above, the following research question is articulated:

> *In what ways and to what extent does Knight's claim - that internationalisation is increasingly characterised by competition, commercialisation, self-interest and status building, rather than the traditional values of cooperation, partnership, exchange, mutual benefits and capacity building - elucidate our understanding of internationalisation in the contemporary Irish higher education context?*

Chapter 3: Contextual analysis: The Irish higher education landscape and the emergence of international strategy and policy

3.1. Introduction

Chapter 2 provided a review of the literature on the themes of HE and internationalisation from a general perspective. This chapter will focus on the Irish situation more specifically. It will provide an overview of the development of the HE sector and will explore the advancement of the internationalisation project in the Irish context. It examines in particular the period of surging economic growth in Ireland that was sustained through the 1990s and which lasted well into the first decade of the new millennium, often referred to as the 'Celtic tiger' (Gardiner, 1994), and the period following the economic recession of 2008. A review of the literature that considers the impact of the economic climate on the HE landscape and the values that informed its evolvement - especially that of Ireland's policy and practice in relation to internationalisation – will be presented, in response to the research question at the heart of this study.

3.2. Development of higher education and the 'binary system'

Whilst Ireland, 'Land of Saints and Scholars' (Healy, 1890), may have been a hub of sophisticated educational enterprise in medieval times, its history of centuries of colonisation meant that HE on the island was for the most part dedicated to a small elite. Whilst most of Ireland seceded from the United Kingdom to become the independent Irish Free State in 1922, it was not until 1949 that it was officially declared a republic. From a nascent state with significant influence of the Catholic Church and arguably (and understandably) parochial in its outlook, significant and remarkable changes have taken place in the intervening years to bring about a modern and innovating HE sector, with a strong international perspective.

The development of a more international focus for Ireland can be noted specifically from the late 1950s on when the country adopted a policy of attracting foreign direct investment

and sought to build relationships with other European countries and with the United States, turning its foreign policy emphasis away from political considerations to economic ones (Fitzgerald, 2001).

In relation to education, this became solidified when the Irish government, conscious of the importance of stimulating the economy and of developing a more international outlook, established the Commission on Higher Education in 1960. Following extensive consultation throughout Europe, the Commission presented a radical blueprint for its future (1967) (Breatnach, Alton, Larkin & Lynch, 1968). One of the most far reaching recommendations of the report was the development of a binary approach to HE whereby the traditional universities were to be complemented by nine Regional Technical Colleges (RTCs) (Daly, 1981; Duff, Hegarty & Hussey, 2000; Barry, 2005), similar to the polytechnic model developed in England and Wales in 1965 (Pratt, 1997). Subsequently, two hybrid HE institutions were opened but these were soon designated universities, a change of status that was also aspired to by some of the IoTs.

Whilst the binary system was seen to be effective (OECD, 2006), the divide was becoming more blurred, particularly during the 1990s when significant growth in the population, coupled with increased demand due to the 'massification' of HE as discussed in the last chapter (Fox, 2002), meant that the number of students attending HEIs in Ireland almost doubled in the years between 1990 and 2000, rising from 64,000 to 116,000 students (DoES, 2001), many of whom not only wanted places but increasingly wanted to be enrolled on degree programmes. Four more RTCs were opened and there were record levels of expenditure on capital projects in the HE sector in the period from 1999 to 2008, when government spending increased by 123% (Reeves, 2014, p.70); however, the landscape was rapidly changing and the expectations in relation to HE from the perspective of many stakeholders were becoming more demanding and ambitious.

3.3. Developing links with Europe and beyond – the shifting sands of underlying values

As Ireland developed its HE system, it continued all the while to build its international partnerships through its accession to the European Economic Community in 1973, involvement in the EU's Erasmus programme in 1987 and engagement in the Bologna Process in 1999, nurturing mutually sustaining relationships grounded firmly in values of

cooperation, partnership and exchange with its European neighbours. The period from 1987–2008 might be seen as very fruitful years of growth in terms of IoHE, as institutions increasingly opened their doors to international students for the first time in a significant way, establishing an infrastructure to support inward and outward mobility (Mernagh, 2010).

Bolstered by the success of Ireland's engagement with the various European initiatives and motivated by the growing pace of globalisation, the HE sector in Ireland during the early years of the new millennium saw a broadening of the vista of opportunities in making connections beyond the borders of Europe. '*Internationalisation of Irish Educational Services*' (DoES, 2004) was the first report published by the government on the subject advancing this aim. Whilst the tone of earlier Europe-focused internationalisation endeavours such as the Erasmus programme had been couched in the values of cooperation, partnership and exchange, significantly, the emphasis of this report was markedly different, stressing instead the language of 'big business' and encouraging the Irish government to act to take advantage of financial opportunities (p.5).

The financial implications of advancing the internationalisation project had been made explicit, and one might speculate as to why the Irish government did not implement the findings of the report, and did not even begin to articulate a strategy for such development. Perhaps it signalled a reluctance on its part to embrace this 'big business' (*ibid.*) approach to HE or perhaps there were other economic opportunities more evident at that time that meant that this was overlooked. The OECD, however, was eager to encourage on-going growth in this area, and insisted that Irish HEIs 'should market themselves more energetically internationally with a view to doubling the international student population in five years' (2006, p.59).

It is at this time that we find the clash between more traditional, humanitarian, and academic values of cooperation, partnership and exchange, as opposed to more commercial values becoming made more vocal. The OECD's above comments provoked the ire of many practitioners in the field for its focus on commercial values. This anger was unapologetically articulated in a response from the country's largest academic trade union, the Teachers Union of Ireland (TUI), who claimed that the recommendation was based on a one-dimensional view of internationalisation, which regarded international students as mere

'cash cows' whose primary benefit was to support increasing research capacity in Irish HEIs (2005, p.19).

The economic potential of pursuing international students, which had gone without response from the Irish Government since 2004, became blatantly obvious in the wake of the 2008 global financial crash and resulting economic recession that spiralled around the globe, hitting Ireland harshly and bringing about a transmogrification of the HE sector. At that time, some 85% of funding for Irish HE came from public funds, compared with the OECD average of 72.6% (DoES, 2011), and this was about to change drastically with government expenditure on HE decreasing by 29% between 2007 and 2014 (Clarke, Kenny & Loxley, 2015, p.11). The recruitment of new staff was suspended, resulting in a reduction of the number of academic staff by over 10% in the period 2008 to 2015. However, the number of students in HE continued to rise, increasing by almost 20% in the same time period, while the ratio of academic staff to students increased from 1:15.6 to 1:20.8 (HEA, 2017) (Table 5). This situation meant that many HEIs, for the first time, found themselves facing unprecedented challenges both financially and in terms of human resources (Mercille & Murphy, 2015).

Table 5: Staff-student ratios, 2007/8 to 2014/15 (adapted HEA, 2017, p. 15)

	2007-2008	**2014-2015**
Student numbers full-time and part-time	158,057	188,060
Academic staff numbers	10,100	9,040
Ratio of academic staff to students	1:15.6	1:20.8

3.4. Internationalisation policy and strategy

Against a backdrop of deep recession and cutbacks across the entire public sector, it is perhaps not surprising that internationalisation finally made it back onto the government's agenda in 2010 when Ireland's first national strategy on internationalisation, '*Investing in Global Relationships – Ireland's International Education Strategy 2010-2015*', was published (Finn & Darmody, 2017). The focus in the strategy in terms of values was clearly

established from the opening page, using language more akin to an industrial strategy than one for HE. Whilst it acknowledges the relational foundation of making these connections, the language is far from that of cooperation and partnership that would have been associated with the EU developments. It states that 'from a national perspective, the most compelling rationale for internationalisation is investment in future global relationships: with students educated in Ireland who will become our advocates overseas … and with the countries that will be Ireland's next trading and business partners' (DoES, 2010, p.11).

In order to achieve these outcomes, the series of targets that was identified was predominantly based on commercial values, making no reference to the aforementioned quality, uniqueness of experience or long term value to students. The focus was on targets for increasing student numbers in the case of nine of the thirteen stated objectives, while two other objectives refer to the economic impact of internationalisation, by way of income generation and increased direct employment in the English-language sector (p.31). Only two of the thirteen objectives listed refer to the 'traditional values' of internationalisation and, even in these instances, both are bounded by strategic caveats: one referring to the need to increase outward student and staff mobility, in order 'to achieve Bologna and EU goals' (*ibid.*); and the other referring to the importance of strengthening institutional relationships, but in particular with 'priority partner-countries' (*ibid.*).

The focus on commercial values can again be witnessed in the list of actions outlined for the implementation of the strategy. The list is dominated by values of competition, highlighted in the very title, 'ten strategic actions to improve Ireland's competitive position' (p.13). Six of the strategic actions are based on values with a clearly commercial focus, referring for example to notions such as 'brand' and 'targeted educational offerings' (*ibid.*). There are few references to the traditional or collaborative aspects of internationalisation and, where they are mentioned, they appear to fall short in relation to fostering a genuinely reciprocal type of collaboration. For example, reference is made to outward mobility of students and staff, but there is no reference to inward mobility. Similarly, the strategy makes reference to 'North-South and EU co-operation' but only in the context of how it will 'enhance Ireland's international education performance' (*ibid.*), with no emphasis on building genuine values based on cooperation, partnership or exchange.

Thus, whilst it might be argued that internationalisation was at least acknowledged as a key part of the Irish government's policy agenda, the fact that the overwhelming focus in the strategy was on performance and on commercial values demonstrates that the fears that had been so clearly expressed by the TUI in relation to turning international students into 'cash cows' had not been unwarranted. This leaning towards values of competition and commercialisation may have been noted by the author of the next significant relevant government document, '*National Strategy for Higher Education to 2030*' ('Hunt report'), the main remit of which was, according to Walsh & Loxley (2015), to reposition HE in Ireland 'to serve economic objectives', and in particular was aimed at rebuilding the economy after the 2008 economic downturn (p.1128).

Despite this, it is true to say that, in the section that relates specifically to 'internationalising higher education' (pp.80-85), the focus in terms of espoused values in this strategy differs substantially to that outlined in the 2010 document. Hunt's (2011) argument is that, in order to be successful, internationalisation needs to be 'understood in its broadest context and not just from a revenue-generating point of view' (p.80). The values he espouses relate in particular to cultivating relationships based on cooperation, partnership and exchange for the mutual benefit of all, by supporting outward and inward mobility for staff, establishing more collaborative institutional and research links, internationalising the curricula, contributing to overseas development and participating in EU programmes (p.81).

Hunt lists many benefits of internationalisation for Ireland, arguing that the country has the potential to become 'a leading centre of international education' (p.82). For this to happen, he cautions that internationalisation needs to be 'part of a long-term and sustainable process, based on high-quality, holistic and balanced engagement with international partners' (ibid.), which he adds also requires close partnership between government and the HEIs.

It is clear that, whilst the Irish government was waking up to the financial potential of actively pursuing the recruitment of international students, the values that were attracting it more whole-heartedly into the venture were arguably emerging as being based on commercialisation and competition. And whilst Hunt's re-affirmation of the values of cooperation and partnership is significant, the shifting sands have by this stage become evident. Delanty's (2001) forecast that increasingly the 'state will no longer be the sole

financier of knowledge' (p.103) was coming to pass and the writing was on the wall for a very challenging future for Irish HE and an even more challenging future for internationalisation. The commercialisation impetus was growing in strength.

3.5. The commercialisation of internationalisation

Despite differing views in the 2010 and 2011 government strategies concerning the objectives for internationalisation, it was crystal clear that its pursuit was high on the agenda and there is consensus in both strategies about the need for all stakeholders involved in this undertaking to work together to promote Irish HEIs overseas. Some seven years after the idea was first muted, 'Education in Ireland', the State agency for the promotion of Ireland's HE and English-language sectors overseas, was formally launched in March 2011, working under the auspices of Enterprise Ireland (EI) (formerly known as the 'Irish trade board'). The vision for 'Education in Ireland' was to present Ireland 'as an internationally recognised world leader in the delivery of high-quality international education' (Irish Government News Service, 2011). This message is reflected in the slogan chosen to accompany the brand, 'World class standards, warmest of welcomes', which, on the one hand, refers to Ireland as a provider of world class quality education associated with values of status, while on the other, refers to the soft power often associated with Ireland as a friendly and welcoming destination for international students, ostensibly associated more with values of partnership and mutual benefit.

With the 'Education in Ireland' brand now clearly defined and backed by a firm commitment from government in policy, institutions came on board in relation to internationalisation and increasingly set about formulating their own policy in the area. International student enrolments began to rise quickly, increasing from 10,981 or 5.9% of the full-time student population in 2012-2013 to 23,127 or 10.6% of the student population in 2016-2017 (HEA, 2017) (Table 6).

Table 6: Non-EU international student enrolments in Ireland

2012-2017, Source: HEA, 2017

Year	Number of Non-EU international students	Percentage of international enrolments
2016-2017	23,127	10.6%
2014-2015	19,679	9.4%
2012-2013	10,981	5.9%

3.6. The impact of reduced government funding

Despite the increasing number of international students, the unrelenting cuts in government funding for HE over the past decade have had a deleterious effect on all institutions. In this time, the gap between the universities and the IoTs has become increasingly pronounced as the universities, which have legislative authority to borrow funds, continue to secure finance if needed, while the IoTs remain precluded from such arrangements. Faced with increasing shortfalls in their budgets, many IoTs in particular are increasingly affected in managing their most basic day-to-day operations (O'Brien, 2016). Clarke *et al.* (2018) and Courtois (2018) acknowledge the financial challenges faced by many Irish HEIs, reporting that the recruitment of international students has become an important way for institutions to generate income.

In light of the challenges resulting from underfunding, there is growing evidence that the Irish HE system is coming under increasing pressure. This has become particularly evident in relation to the positioning of Ireland's universities in the global rankings (Irish Universities Association, 2018). During the period of strong economic growth in the early 2000s, assisted by public investment and external research funding, both Trinity College Dublin (TCD) and University College Dublin (UCD) featured in the Top 100 university ranking by Times Higher Education (HEA, 2017, pp.10-11). However, in the intervening years, faced with reduced funding and increasing student numbers, both institutions have dropped out of the top 100 category, and in the 2018 classification, TCD has slipped to 117th position, while UCD has fallen to the 201-250 bracket (Times Higher Education,

2017; O'Brien, 2018). Two other Irish HEIs also feature in this category, the National University of Ireland, Galway and the Royal College of Surgeons. The remaining four universities are ranked in categories between 350 and 600.

In addition to concerns about Irish HEIs' falling position in the rankings, reductions in government funding have in recent times also been linked to the debate about internationalisation. Khoo (2011) claims that the Erasmus programme is 'increasingly challenged by the priority for attracting non-EU fee-bracket international students' (p.345) as institutions reduce the number of non-fee paying exchange places. Courtois (2018) meanwhile asserts that 'the introduction of differentiated fees has paved the way for a commercial approach to internationalisation where international students are viewed primarily as a source of revenue' (p. 10). This debate has become a source of tension between government and institutions which has been played out very publically in the Irish national newspapers. Referring to the disparity between monies received from international students rather than Irish students, the President of UCD, Professor Andrew Deeks, asserted in June 2017 that, 'unless there is movement on the funding of Irish students soon, the university will have to seriously consider the option of reducing the number of places available to Irish students in order to preserve quality' (O'Brien, 2017a). In reply, the President of University College Cork, (UCC), Prof Patrick O'Shea, retorted that UCC will not 'admit international students at the expense of Irish students' and that they will not 'admit them simply for money' (O'Brien, 2017b). This dialogue points towards the very kernel of the current debate around the role of internationalisation in Irish HEIs: the values that underpin institutions' understanding of internationalisation, and whether the main objective of IoHE is in fact about serving the public or the private good.

3.7. Analysis of Ireland's current internationalisation strategy

Despite the ongoing tensions between the HEIs and government with regard to funding, the dominant narrative in Ireland's current internationalisation strategy, '*Irish Educated, Globally Connected, an international education strategy for Ireland, 2016-2020*', at first glance appears to strike a better balance between the cooperative and competitive sides of internationalisation than the previous iteration. The current strategy defines internationalisation as 'a comprehensive approach to education that prepares students, academics and staff to be active and engaged participants in an interconnected global

world' (p.16). It seeks to address the lacunae in the previous one, centered on developing the following four strategic priorities:

i. *A supportive national framework*
   Involving a 'whole of Government approach' to policy to ensure that actions that need to be taken to deliver the strategy are integrated into the relevant actions across all government departments (pp.26-29)

ii. *Internationally-oriented, globally competitive higher education institutions*
   Where internationalisation should be an 'integral part of an institution's core operations' (pp.30-33)

iii. *Sustainable growth in the high-quality English language training sector*
   (pp.34-35)

iv. *Succeeding abroad*
   Describes how HEIs should engage in 'core markets and new targeted opportunities' by working with 'Education in Ireland', the Irish Embassies, the various government agencies, Ireland's alumni and diaspora to ensure success (pp.36-38).

While strongly acknowledging the competitive and commercial nature of elements of this document and setting an ambitious target whereby international students would represent 15% of the student population by 2020 (p.31), the current strategy makes strides to embrace a holistic view of internationalisation. Its tone broadly reflects a balance which supports the 'traditional values' of cooperation, partnership and exchange while at the same time recognising the challenges of operating in a global HE environment which is increasingly based on values of competition and commercialisation. At times, echoing Hudzik's view of 'comprehensive internationalisation' (2011), the current strategy provides for the possibility of a more inclusive type of internationalisation, calling for the engagement of all stakeholders in the internationalisation process in order to provide 'high-quality learning outcomes for all learners' (p.22) while also providing 'long-term benefits for Ireland' (*ibid.*), particularly through the development of a strong alumni network.

3.8. Summary

This chapter has outlined the educational context of this study, delineating the development of the HE sector in Ireland in particular from the 1950s to the current day, and pointing towards some of the emerging tensions relating to the values which are driving internationalisation. A recent report commissioned by the HEA has acknowledged:

> Despite a period of prolonged cuts to resources, Irish HEIs have been very successful in their internationalisation efforts. The recruitment of international students was perceived as an important element of revenue generation in this context and as such, internationalisation is a key component of institutional mission statements and international offices are now well established on higher education campuses (Clarke *et al.*, 2018, p.15).

In 2016-2017, there were some 228,941 students enrolled in public HEIs in Ireland, of which 125,281 were in universities, 93,018 in the IoTs, and 10,642 in the specialist HE colleges. These figures include some 23,147 non-EU international students from over one hundred and seventy countries.

Although IoHE in Ireland that began with the forging of educational links with Europe was originally founded in the values of cooperation, partnership, and exchange, the economic crisis that erupted in 2008 put financial pressure on the education system and competing values of competition and commercialisation have been emerging. Thus, it is clear that a strong commercial focus remains driving the narrative in an HE environment besieged by reduced funding and falling positions in the rankings. More than at any time in the past, HEIs are under increasing pressure to generate their own funds and the recruitment of fee-paying international students looks set to remain one of the key ways to achieve this in the years ahead.

Chapter 4: Research Methodology

4.1 Introduction

This chapter will outline the methodological aspects of this study, clarifying the ontological and epistemological assumptions that underpin it, and then communicating how case study was selected as the research design, before identifying the research samples used, the methods selected for gathering data, and how the issues relating to ethical considerations were addressed. The approach to data collection and analysis will also be presented, and throughout the chapter there are references to the reflective stance adopted during the process.

4.2 Guiding theoretical framework

This section sets out the guiding theoretical framework for the study. It adumbrates how my reflections on ontological and epistemological questions in relation to the purpose of the study helped direct me towards affirming a constructivist-interpretivist paradigm as a fitting approach to this research.

'Ontology' is a philosophical assumption about the nature of existence (Gruber, 1993, p.1). It addresses questions such as: 'What kind of being is the human being? What is the nature of reality?' (Guba & Lincoln, 1985, pp.14-15). From an ontological perspective, such questions are answered from one of two stances: that of the objectivists and that of the constructivists.

Objectivists believe that there is 'one true and correct reality, which we can come to know following the objective methods of science' (Vrasidas, 2000, p.3). The objective methods of science are highly applicable to the natural sciences and have been applied (arguably with greater or less success) to the social sciences. However, my view is that, when we wish to research social phenomena such as organisations, we are not discussing a tangible object that is an external fact. No 'one, true and correct reality' of internationalisation exists, as was made clear in the literature review, particularly in the discussion around

definitions. As such, there is no single meaning or value attached to its processes or activities (*ibid*); it is an evolving and emerging phenomenon.

The objectivist position contrasts with that of the constructivists. From the stance of the constructivists, 'the world is socially constructed' (Lowndes, Marsh & Stoker, 2018, p.190), and 'knowledge and truth is the result of perspective' (Schwandt, 1994, p.125). The constructivist position is that, in the social sciences, reality is experienced from multiple, subjective perspectives, and therefore it is the task of the researcher to interpret and understand the various constructions of meaning and knowledge (Robson & McCartan, 2016). The purpose of this study was to seek out a deeper understanding of the complex phenomenon of IoHE, and the desire to consider the topic under scrutiny from a range of perspectives was seen as being of paramount importance; thus with regard to ontological considerations, this study belongs within a constructivist framework.

Ontological assumptions give rise to epistemological assumptions or assumptions related to ways of enquiring into or researching the nature of reality and the nature of things (Hitchcock & Hughes, 1995). Questions of an epistemological kind are answered from one of two stances: that of the positivists and that of the interpretivists. The positivist position is that 'knowledge is based on sensory experience and can only be advanced by means of observation and experiment' (Cohen *et al.* 2018, p.10). Positivism is the 'standard view' of science (Robson & McCartan, 2016, p.21), claiming that 'objective knowledge, gained from direct experience or observation is the only knowledge available to science' (*ibid.*). Whilst direct experience or observation may be an appropriate approach to some social science research situations such as ethnography (Silverman, 2006; Bryman, 2016), the aim of this study is to seek meaning and understanding, not from people's actions or behaviours, but rather from their perspectives and experiences; it, therefore, does not take a positivist stance.

At the other end of the epistemological spectrum from positivism is the interpretivist position. Based on the German sociological tradition of *Verstehen* (understanding), interpretivism is concerned with the empathic understanding of human behaviour and the meaning of social phenomena (Schwandt, 1994, p.119). Cohen *et al.* (2018) argue that central to the interpretivist approach is the endeavour to understand the subjective world of human experience (p.19). It is precisely this subjective world of human experience that is at

the heart of this study into IoHE, a study that requires that the researcher needs to be skilled in understanding how others understand the world so that knowledge can be constructed by 'mutual negotiation' (O'Donoghue, 2007, p.10). Once the information has been gathered, it is then the role of the researcher to interpret or make meaning of that information (Robson & McCartan, 2016).

The positive spiral of inquiry and meaning making described above is wholly suited to research which takes place at a 'value-fork' (Barnett, 2000, p.27), since the researcher must understand the perspective of the participants with sufficient skill to contribute to the discourse effectively and to make a valuable contribution to the 'mutual negotiation' that needs to take place in order to orientate IoHE.

Hence, the ontological stance taken for this research is constructivist and the epistemological position is interpretivist. The model that brings together the researcher's ontological, epistemological, and methodological approach is referred to by Kuhn as a 'paradigm' (1962, p.23). The paradigm that can be used to describe my research is constructivist-interpretivist in nature (Schwandt, 1994), which means that my focus is to understand and interpret how others understand the world; the choice of methodology is in alignment with this paradigm, and is outlined below.

4.3. Research methodology

Crotty (1998) describes research methodology as 'the strategy, plan of action, process or design lying behind the choice and use of particular methods and linking the choice and use of methods to the desired outcomes' (p.3). Within a research context traditionally two major approaches have been used: the quantitative approach, defined by Aliaga and Gunderson (1999) as 'explaining phenomena by collecting numerical data that are analysed using mathematically based methods'; and the qualitative approach that 'usually emphasises words rather than quantification in the collection and analysis of data, (Bryman, 2016, p.380). Since this study is firmly rooted in the constructivist-interpretivist paradigm, an understanding critical to gaining insight into the (often hidden) values underpinning IoHE, a qualitative approach is believed to be most fitting.

Denzin and Lincoln (2005, p.3) describe qualitative research as an interpretive naturalistic approach to the world, whereby the researcher attempts to make sense of or interpret phenomena in terms of the meanings people bring to them. Hennink, Hutter & Bailey (2011) state that 'qualitative research provides an in-depth understanding of the research issues; understanding complex issues; for example understanding peoples' beliefs and behaviour' (p.9). Creswell (2007) claims that qualitative research is needed when 'a complex, detailed understanding' of an issue is required (p.40). Given the complexity associated with IoHE, the number of stakeholders involved, the variety of different perspectives, and in light of Knight's claim (2011) that 'internationalisation is losing its way' (p.1), an in-depth understanding of the research issues was required that would be sought out by means of a qualitative approach that looks towards words as a pathway to new knowledge, and a design that allows for clarity of focus.

4.4. Study design

The study design that most allows for the in-depth exploration of the situation of Ireland in relation to the values underpinning its IoHE is case study design. The study seeks to determine how managers in an Irish HE context articulate values in relation to internationalisation. IoHE in Ireland is the case that is to be studied. Case study is defined by Yin (2009) as an 'empirical inquiry that investigates a contemporary phenomenon in depth within its real life context' (p.17). It is precisely this combination of factors - a contemporary phenomenon which I sought to understand more fully and explore in depth in terms of the real life experience of the participants and a complex national situation with many variables - which made this design the appropriate one to achieve the research aim as it is likely to provide rich descriptions and insightful explanations on which to build the case study (Yin, 2012). Case studies are seen by many as a qualitative research type (Baxter & Jack 2008; Flyvbjerg 2006; Simons 2009; Stake 2005; Sturman 1997; Verschuren, 2003) and therefore the design is aligned with the purpose of the research as well as with the methodology.

This case study may be referred to as a 'local knowledge case', as the subject relates to something in my personal experience about which I want to find out more (Thomas, 2016,

p.99). The importance of my local knowledge was of primordial importance – the fact that the study is based in the Republic of Ireland where I live and have worked in the HE sector for almost thirty years, translates into highly significant knowledge of the sector, and personal contacts in HEIs throughout Ireland which greatly facilitated the research process.

Conversely, due to my familiarity with the research context, I am particularly aware of the challenges of being an 'insider researcher' (Brannick & Coghlan, 2007; Mercer, 2007; Mills & Stewart, 2015) which raises the potential for bias and (albeit unintentional) cherry picking of data. Mercer (2007) claims that the insider researcher is 'more likely to take things for granted, develop myopia, and assume their own perspective is far more widespread than it actually is' (p. 6). Hockey (1993) reports that, in this instance, assumptions might not be challenged (p.202), while Platt (1981) expresses the view that seemingly shared norms might not be articulated which could impact on the quality of the data gathered. Shah (2004) makes the point that some interviewees may not be willing to share opinions with an insider researcher for fear of being judged. In light of these comments, I found it particularly useful to keep a reflective journal and talk to a critical colleague.

Case studies take a variety of forms (Bassey, 1999; de Vaus, 2001; Merriam, 1988; Mitchell, 2006; Stake, 2005; Yin, 2009, 2013). When selecting a particular form of case study, the purpose of the research can provide a guiding role. Stake (2005) identifies two distinct purposes for case studies, claiming they are either 'intrinsic' or 'instrumental' in nature (p.445). The 'intrinsic' case is used when the researcher simply wants a better understanding of the particular case, when 'the case itself is of interest' (*ibid.*) and there is no other desired outcome. The 'instrumental' case, meanwhile, is concerned with providing 'insight into an issue'. It is the quest for deeper understanding that motivates the research and the case itself is of 'secondary interest', as essentially it performs a supportive function and serves to facilitate the understanding of something else (*ibid.*). Thomas (2016) differentiates between three purposes of the case – the study can be evaluative, explanatory, or exploratory. The latter applies in the situation where the principal purpose of the study is to inquire into a subject area 'where little is known', in order to 'establish the "shape" of the problem or issue' (p.131).

For the purpose of this study, therefore I adopted what might be called an 'instrumental exploratory' approach to seek out insight into the issue of values that are currently underpinning IoHE in Ireland. All the while, I was conscious of the complexity of the issue which needed careful reflection on my part so that I would be able to explore in depth, and gain meaningful insight into, and a fuller understanding of, the experiences of those who agreed to participate in this research so as to ensure that this case study of IoHE is of value.

This instrumental exploratory case study is valuable to the field of education, particularly because no previous research of this type has been carried out in an Irish context and thus it makes a unique contribution in terms of its insight into this particular situation, and it is especially timely given the crisis in values in IoHE that has been established already in the literature. Moreover, the findings of the study may be valuable to the fields of practice and research in the area of IoHE in similar small sized countries, where internationalisation is growing in importance and where the findings may shine light on matters that particularly impact upon smaller countries that may wish to avoid or emulate certain aspects of the Irish experience.

4.5. Research sample

The sampling technique used for this study was 'purposive' in nature (Denzin & Lincoln, 1994, p.202). In purposive sampling, researchers may decide on who to interview based on their knowledge of the topic (Burgess, 2002). Ball (2012) details that this may be by virtue of their professional role, power, their experience or expertise, or their access to networks. In seeking out further insight into the values underpinning IoHE, I was very cognisant of the fact that there are many stakeholders who would have significant knowledge from the area and, in particular, I recognised the important voices of students, lecturers, managers, and senior managers and leaders. In order to select a particular perspective, I was particularly influenced by the literature that indicates that Presidents/Rectors/Vice Chancellors and international office managers are the most important 'drivers' of internationalisation in HEIs (Warwick & Moogan, 2013; Cotae, 2013; International Association of Universities, 2014). Given my desire to contribute to the discourse and influence the main decision makers in the area in this regard, I decided to hone in on this particular group and decided to seek out participants who were working in a leadership/management role in internationalisation in national agencies and in HE, and I

contacted the Presidents and international office managers in eight HEIs and also the managers from six national agencies, with responsibility for internationalisation, outlining the scope of the research project and requesting their participation.

The research sample comprised eighteen managers: twelve managers from eight HEIs (four universities and four IoTs) and six managers from six different national agencies with responsibility for internationalisation (Table 7). With regard to the academic institutions, the intention was to provide a representative sample of Irish HEIs and hence they were chosen from both the universities and the IoTs, and from geographical locations across the country. The institutions differ from one another in terms of size, history, and tradition. The oldest university in the sample dates from the sixteenth century, while the newest HEI in the study is an IoT established in the 1990s.

The six national agencies selected all work directly in the area of internationalisation and are involved at different levels from the development of policy to the promotion of Ireland as a destination for international students. The six managers from these agencies invited to take part in the interviews have considerable experience in the area of internationalisation and importantly have a national perspective on matters relating to IoHE. All six are also members of the Irish Government's 'High Level Group on Internationalisation', and in that capacity are involved in advising government on policy issues related to IoHE.

Table 7: Research sample institutions

Type of institution	**Number of institutions studied**
Universities	4
Institutes of Technology	4
National agencies with responsibility for internationalisation	6

Due to busy work schedules and despite efforts to reschedule dates, only one of the institutions' Presidents was available for interview. However, four HEIs nominated Vice-Presidents for Internationalisation to take the place of the President while seven

international office managers also agreed to take part in the interviews. In addition, all six managers from national agencies agreed to take part in the interviews (See Table 8). The sample comprised nine men and nine women, which is representative of those involved at a managerial level in the area of internationalisation in an Irish HE context.

Table 8: Number of interviewees in sample

Institution	**Number of interviewees**
Universities	5
Institutes of Technology	7
National agencies with responsibility for internationalisation	6
Total number of interviewees	**18**

4.6. Validity and Reliability

Earlier discussion of the guiding theoretical framework of this research is relevant to the considerations of the issues of validity and reliability. Validity and reliability are terms used in the literature of quantitative approaches to research to refer to the importance of rigour within the research process and the trustworthiness of its findings, and they are of tantamount importance: 'if a piece of research is invalid, then it is worthless' (Cohen *et al.*, 2018, p.245); similarly, if a piece of research cannot be relied upon is of no value.

The concepts of validity and reliability originated in the literature of the natural sciences and are appropriate to a quantitative paradigm. It has been argued that the concepts do not, however, effectively map onto social sciences research. The notions of validity and reliability must 'be addressed from the perspective of the paradigm out of which the study has been conducted' (Merriam, 1995). The assumption underpinning this study is that reality is 'constructed, multi-dimensional and ever-changing' (*ibid*., p.54), placing it within the constructivist-interpretivist paradigm.

Different assumptions regarding reality require a different nomenclature (Agar, 1986; Lincoln & Guba 1981). The use of vocabulary suited to checking the quality of instruments and processes used by those working within a quantitative framework is unarguably not suitable for those who adopt a qualitative methodology and who seek not to control and measure, but rather whose wish is to interpret and understand.

Validity may therefore not be the best term to employ outside of a quantitative context. Various terms have been suggested as more fitting than 'validity' for qualitative research, including: 'authenticity, (Guba & Lincoln, 1989), 'understanding' (Mishler, 1990; Maxwell, 1992), and 'fidelity' (Blumenfeld-Jones, 1995). In quantitative research, validity is concerned with whether a particular instrument does in fact measure that which it is supposed to measure. Within a qualitative paradigm, the researcher is the key instrument of research, and validity therefore is concerned with the search for understanding the data in terms of faithfulness to the meaning presented by the participants and the interpretations drawn thereof.

Instead of the word 'validity', Lincoln and Guba (1985) put forward credibility and transferability as appropriate nomenclature for qualitative research. Credibility refers to the confidence that may be had in the 'truth' of the findings; transferability demonstrates that the findings may be applied in other contexts.

Within these criteria, I met the threats to validity by various means, including: careful attention to checking the accuracy of what has been recorded, heard and transcribed; checking what has been understood with participants (member checking); creating a clear audit of the process (Appendix 4), providing a factual account of the data gathering process; ensuring that the data is gathered in such a manner that it might usefully be transferred into another research context; and triangulation, which is discussed below. I ensured that I paid close attention to taking meticulous care in relation to checking accuracy at every step, and more details are provided at relevant sections below.

Just as validity is considered by many to an inappropriate term for qualitative research, so too the term reliability remains contested (Lecompte & Preissle, 1993; Lincoln & Guba, 1985; Stenbacka, 2001). Other terms that have been suggested as more apt include neutrality, consistency, and applicability. Within the quantitative paradigm, reliability is

concerned with consistency, with whether or not the research, if carried out with a different group, would lead to similar results. In qualitative research, 'reliability can be regarded as a fit between what researchers record as data and what actually occurs in the natural setting that is being researched' (Cohen *et al.*, 2018. p.270).

Instead of the word 'reliability', Lincoln and Guba (1985) put forward dependability and transferability as appropriate terms for qualitative research. Dependability refers to the consistency of the findings and whether they could be repeated; confirmability demonstrates the extent to which the findings represent the meanings conveyed by the participants rather than being formed by the interest or bias of the researcher.

Within these criteria, I met the threats to reliability by various means including: attention to transparency, prolonged engagement in the field, seeking out rich data, paying more attention to high quality data and less attention to data that is not of such a high quality, respondent validation, checking for researcher bias and hidden assumptions, making comparisons and contrasts, peer review, reflectivity and reflexivity (Teusner, 2016; Cohen *et al.*, 2018), examples of which are provided in the relevant sections below.

4.7. Methods for data gathering and analysis

The methods for gathering data and for analysing it were selected to align with the topic of the study and its purpose, that is: to explore the values underpinning the activity of IoHE. Values are by necessity often a hidden aspect of the human condition; observing values is not easy (Schein, 1984). In relation to gathering, Schein argues that, 'as values are hard to observe directly, it is often necessary to infer them by interviewing key members of the organization or to content analyse artifacts such as documents and charters' (p.3). In response to this advice, for the purpose of this inquiry, two methods were used for gathering data: website analysis and semi-structured interviews.

The use of website analysis and semi-structured interviews were methods that I believed complemented each other very well. Analogous with *Selfridge and Sokolik's* cultural iceberg model (1975), the website provided an above the surface, visible representation of how an institution portrays itself to the world. This was a useful starting place to gain an insight into the institutions' values with regard to IoHE; the larger and non-observable part of the iceberg gave access to significantly more detail about matters which are difficult to

articulate such as values. Semi-structured interviews provided the best way to gain deep and meaningful insights into institutional values.

4.7.1 Website analysis

Website analysis was chosen as a first step in the gathering of data, as it was a contemporary and important form of 'documents' (Schein, 1984, p.3) and it was hoped that it might offer an indication of how institutions represent online their values with regard to internationalisation. The websites of HEIs provide an especially comprehensive overview of the institutions from many different perspectives (Cohen, Yemini & Sadeh, 2014) and 'have become an online mirror of the institutional environment, reflecting on going activities and presenting institutional values, vision and mission accompanied with large amounts of data regarding every aspect of institutional life' (p.28).

The 'online mirror' (*ibid.*) image provided by HEI websites is one that is increasingly valued by prospective students and has become the primary way in which they search for information about programmes of study or information about college life (Walsh, Moorhouse, Dunnett & Barry, 2015; Saichaie & Morphew, 2014; Howard, 2013; Schimmel, Motley, Racic, Marco & Eschenfelder, 2010). More specifically, in the case of international students, the use of the internet in the decision making process is also increasingly important (Gomes and Murphy, 2003). As HE programmes are complex, and selecting a HEI requires a long-term personal and financial commitment, obtaining reliable information is an essential factor in the student decision making process (*ibid.*). Clarke *et al.* (2018) also highlight the importance of the internet in the student decision making process, reporting that, in an Irish context, the institutional website is the main determining factor in international students' choice of HEI.

Despite the importance of the internet in so many aspects of contemporary life, evaluating websites for research purposes is a relatively new area and the internet is recognised as a valuable resource for qualitative research, particularly in terms of observing trends and how institutions represent themselves (Markham, 2004). Whilst locating useful and appropriate information can be difficult, as the internet 'contains a vast array of disorganised information which needs to be evaluated by the researcher to determine its usefulness and appropriateness' (Cohen *et al,* 2018, p.185), Kim & Kuljis (2010) believe that using web-

based content is relatively simple and economical when compared to other techniques and, despite the availability of large quantities of data, their view is that this can be considered as an advantage, as it can be used to examine broader trends and patterns in the data. Cohen *et al.* (2014) add that one of the main advantages of collecting data from public institutional websites relates to its reliability, as institutions have to be accountable in relation to information published in the public domain.

4.7.2. Semi-structured interviews

The interview may be considered the bedrock of qualitative research, and the method that is 'probably the most widely applied' (Bryman, 2018). A method that has been seen to be highly effective in terms of inviting participants to share their views, perceptions, emotions (Kvale, 1996; Drever, 2006; Cohen *et al.*, 2011; Bryman, 2016; Robson & McCartan, 2016), it was considered optimum for the purpose of gaining insight into the subject of values in IoHE. A key advantage is that this format allows freedom for the interviewee to express ideas and share experiences, allowing for the collection of detailed and varied data that Becker describes as 'rich data' (1970, p.51).

In the semi-structured interview, the researcher has a 'list of questions or fairly specific topics to be covered, often referred to as an interview guide, but the interviewee has a great deal of leeway in how to reply' (Bryman, 2016, p.469). I chose this method, as it allowed me to map out the territory that I was interested in exploring with the participants, while also allowing the participants to have a significant amount of space to respond in ways that are fluid and authentic, even if at times they diverted somewhat from the topic.

The interview questions emerged from my reading of the literature in the area of IoHE and were further developed through reflection and through discussion with a critical colleague. The content of the questions was decided in order to: allow the broadest responses form the interviewees as possible, to provide space for them to express their feelings as well as their thoughts and to provide an outline that would provide for continuity and coherence.

While the semi-structured approach allows for maximum flexibility for the interviewer with regard to the questions asked and time allocated to each topic (Drever, 2006; Robson & McCartan, 2016), Cohen *et al.* (2018) suggest that the semi-structured interview means that there is little flexibility in relating the interview to particular interviewees or their

individual circumstances, and this was an important consideration, more details of which may be found in the relevant section below.

There are other significant considerations for the researcher who wishes to use semi-structured interviews in an effective way, given that 'the degree to which this technique is effective rests considerably on the relationship, rapport and level of trust established between researcher and the researched' (Brown & Danaher, 2017, p.11).

Having an advanced set of interviewing skills was seen as essential; engaging with the participants from a set of clear guiding principles was also seen as vital. In order to ensure that I was ready to face these challenges, I entered into what was in itself a challenging reflection that had two strands. It began with a critical conversation with a colleague who offered me constructive feedback on my communication style (Barriball & While, 1994). Then, I carried out a self-evaluation in relation to Kvale's list of ten criteria (see Table 9 below) for conducting semi-structured interviews which I found to be particularly useful. From this, I was able to devise a strategy that facilitated the development of my skills and heightened my awareness of the principles of Connectivity, Humanness and Empathy (Brown & Danaher, 2017), which prepared me very well for the interviews, enabling me to be effective in the role of interviewer.

Table 9: Kvale's guide to interviewing, 1996, p.148

1. Knowledgeable: is thoroughly familiar with the focus of the interview; pilot interviews of the kind used in survey interviewing can be useful here
2. Structuring: gives purpose for interview; rounds it off; asks whether interviewee has questions
3. Clear: asks simple, easy, short questions; no jargon
4. Gentle: lets people finish; gives them time to think; tolerates pauses
5. Sensitive: listens attentively to what is said and how it is said; is empathetic in dealing with the interviewee
6. Open: responds to what is important to interviewee and is flexible
7. Steering: knows what he or she wants to find out

8. Critical: is prepared to challenge what is said—for example, dealing with inconsistencies in interviewees' replies
9. Remembering: relates what is said to what has previously been said
10. Interpreting: clarifies and extends meanings of interviewees' statements, but without imposing meaning on them.

4.8 Ethical considerations

According to Newby (2014), ethical issues need to be considered throughout the entire research process. Before and during the research process I referred to the British Educational Research Association's (1992) Ethical Guidelines for Educational Research. Approval for the interview guide was gained through the Institutional Review Board (IRB) at the University of Bath, which reviewed the ethical implications of this study. Furthermore, my academic supervisors also reviewed a draft interview guide, comprising a research information sheet outlining the context and scope of the project, a set of the questions to be asked, along with an interview consent form (Appendix 5, 6, and 7).

One week in advance of the interviews, the interview guide described above was sent to the interviewees by email. Given that I was an insider researcher, I was particularly aware of the importance of providing a safe platform for the interviewees to express their opinions. Each interviewee was asked to sign an informed consent form acknowledging that s/he understood each of the ethical issues outlined above and that s/he was agreeable to the interview being recorded. All the interviews took place in a face-to-face format, were recorded on a digital recorder, uploaded to a password protected computer and then deleted from the recording device.

The primary ethical consideration that had to be addressed for this study was the question of anonymity of the interviewees and their institutions. Frankfort-Nachmias & Nachmias (1992) address the importance of maintaining the confidentiality of the identity of the interviewees. I am particularly conscious of the small number of HEIs in Ireland and the small number of staff working in the area of internationalisation and therefore was acutely sensitive to the importance of maintaining confidentiality in this regard. All those interviewed were assured of anonymity in the interview guide and again orally before the

interview. Therefore, in order to protect the identity of those interviewed, I used a coding system for the responses, which anonymises the identity of the interviewees and their institutions. The code UM was used for university managers, IM for institute of technology managers, and AM for managers from the national agencies, while the universities were coded U, 1,2,3,4, institutes of technology, IoT 1,2,3,4, and the national agencies A, 1,2,3,4,5,6. In addition, the interviewees were assured that they could pause or stop the interview at any stage and were given the option to withdraw from the process, up to one month after the interview.

4.8.1. Bias

Bias is arguably the most significant challenge for the qualitative researcher who seeks to engage in a study whose methodology is trustworthy and authentic. The interview process is social in nature and is therefore often criticised, as there may be elements of bias in relation to the answers given by the interviewee or in the interpretation of these answers by the interviewer. As qualitative research is ideologically driven, there is no such thing as 'value-free or bias-free design' (Janesick, 1994, p.212). Drever (2006) argues that it is impossible to disprove bias in interviews. In order to ensure the integrity of the research all possible steps must be taken to reduce bias. To achieve this, the researcher must be 'open to contrary findings' which requires becoming aware and setting aside any preconceived notions about the outcome of the research (Yin, 2009, p.72). In order to test any contrary findings, Yin suggests consulting with some 'critical colleagues' (*ibid.*) to seek feedback and alternative suggestions.

I reflected on my potential biases and inclinations and with the aid of discussion with a critical colleague I came to recognise the following: I had a strong bias in favour of the study of languages, international exchange and exposure to other cultures as beneficial for personal and academic growth and development; and, having worked exclusively in the Institute of Technology sector for almost thirty years, I had a biased opinion that the universities are better funded and better resourced than the IoTs in the area of internationalisation.

Becoming aware of bias is very important for qualitative research and the awareness makes it possible for the researcher to 'bracket' preconceptions and presuppositions (Crotty, 1996;

Tufford & Newman, 2010), and to stay conscious that the information that is uncovered is not a 'fact' but a perspective. This allows for the capacity to interact with the participants from the stance of 'the naïve inquirer' (Morrow, 2005, p.254), which involves intent and reflective listening, asking for clarification and probing deeply into their responses.

4.8.2. Power relations

The researcher is 'often seen to be, or is, in an asymmetrical position of power with regard to the participants' (Cohen *et al.*, 2018, p.136). The researcher, by virtue of his/her role, may have more power than the interviewee due to his 'status, position, knowledge, role …' (*ibid.*) and this may be an obstacle to effective interviewing. Given that I had prepared the interview guide and organised the timing for the interviews, I was aware that this may be perceived by them as putting me in a more powerful position, and it was important to me to minimize any sense of power imbalance they might experience as an obstacle to an open and trusting engagement with them.

In order to help overcome this potential obstacle, I was able to prioritise creating a welcoming environment for the interviewees in which there was 'a feeling of empathy' that encouraged them to open up about their feelings (Taylor & Bogdan (1998, p.48), and to work towards an ambiance of 'power equality' between myself and the participants by creating an 'unstructured, informal, anti-authoritative, and nonhierarchical atmosphere' (Karnieli-Miller, Strier & Pessach, 2009, p.279).

I hoped this could be achieved with relative confidence, since I had previously worked with nine of the eighteen interviewees in various professional contexts in the area of internationalisation in different settings both in Ireland and abroad. I had enjoyed a positive and open relationship with them. The other nine interviewees were known to me, but I had not worked closely with them prior to the interviews. As reported by Drever (2006), I found that 'sharing important common ground' (p.50) with the interviewees, in this case in relation to their experiences in the area of internationalisation meant that potential perceived power differences did not seem to be an obstacle.

The interviewees relaxed into conversation and responded in a fluid manner to the questions posed. The semi-structured nature of the interviews allowed for a very natural progression of the dialogue and several interviewees shared personal observations about

internationalisation at their institution, as well as about how it is managed nationally. One interviewee, for example, expressed a deeply held personal view on current government policy, with regard to internationalisation and said 'please don't quote me on that'. Meanwhile, another interviewee, critical of a lack of policy in the area of internationalistion at her HEI, was eager for me to report her views commenting, 'please feel free to quote me on that'.

4.9. Triangulation

Triangulation in qualitative research has come to be seen as a potentially powerful approach to addressing the threats to validity and reliability that are necessarily inherent in social science inquiries. Whilst there may be 'no magic in triangulation' (Patton, 1990, p.330), it nonetheless represents an acknowledgement of the problematic aspects of a process of inquiry, which is by necessity subjective and fluid, and it has the possibility of adding significantly to the stability and robustness of the research.

Triangulation is 'the use of more than one method or source of data in the study of a social phenomenon' (Bryman, 2016, p.760). The use of multi-methods results in 'different images of understanding', thus increasing the 'potency' of evaluation findings (Smith and Kleine, 1986, p.57). Good research practice obligates the researcher to triangulate in order to withstand critique by colleagues (Mathison, 1988). It also has an important role to play in addressing the problem of bias.

Miles and Huberman (1984) go beyond seeing triangulation as a technique to suggest that 'triangulation is a state of mind'. They advise, 'If you self-consciously set out to collect and double-check findings, using multiple sources and modes of evidence, the verification process will largely be built into the data-gathering process, and little more need be done than to report on one's procedures' (p.235).

I saw the value in triangulation and it is sewn into this study in terms of, first, triangulation of methods (website analysis and semi-structured interview) and, second, triangulation of sources (participants from universities, from institutes of technology, and from national agencies.) The commitment to using multiple sources and modes of evidence was made with the intention of approaching the phenomenon under scrutiny from several perspectives in order to enhance trustworthiness and authenticity and to reduce bias. I also kept a

reflective journal for the purposes of this study and, whilst its contents were not used as a main source of data, it did nonetheless play a triangulating role in enhancing reflexivity, and some excerpts are included in the appendices.

4.10. Data collection

4.10.1. Websites

Data was collected from eight HEIs websites for the purpose of analysis over a two day period in May 2018. The collection involved a search of the home page of each institution's website.

As it is a relatively new approach, there are few guidelines published for gathering data from websites, and I was only able to find one study using this method in a HE context (Cohen *et al.*, 2014) which had been employed in order to gather data on internationalisation in Israeli teachers' colleges. This technique involved using up to ten mouse clicks to seek relevant information and evaluating the data in relation to the number of clicks required to find it. Having experimented with this method, my experience was that the counting of clicks was a distraction from the search for meaningful data (Appendix 8). I recognised the method as more suitable for a quantitative methodology and I devised my own approach.

The Website Search Guide (Appendix 9) that I designed was based on Knight's (2011) claim that IoHE has evolved from a process based on 'values of cooperation, partnership, exchange, mutual benefits and capacity building to one that is increasingly characterised by competition, commercialisation, self-interest and status building' (p.1). This contrasting set of values, five of 'traditional importance' and four of 'emerging importance', provided what proved to be an excellent framework within which to search for an overview of how the nine values in Knight's list - which became key words for the search - are represented on HEIs websites.

The search method involved going to the home page of each of the eight HEIs websites and putting the nine values on Knight's (2001) list in turn into the search box, and then connecting the key word with international activities and events. The technique was thus a qualitative method and was highly effective. Considerable amounts of data were collected

from each of the institution's websites directly relating to the nine values. The information retrieved was collated and analysed and will be presented in the next chapter.

4.10.2. Semi-structured interviews

The semi-structured interviews were organised some three months in advance, when participants were contacted by email to schedule a date. A copy of the interview guide was sent to each participant by email one week in advance of the interview to allow for the opportunity for reflection on the themes to be discussed.

The interview guide design was based on the question suggested by Lofl and Lofl (1995, p.78): 'what about this thing is puzzling me?' A series of guiding questions were composed (Appendix 10) and two pilot interviews were organised to allow for further consideration of the interview questions, to invite assessment of my interview style (Yin, 2009, pp.92–94), and also to judge its effects on the interviewees (Oliver, 2003). For convenience, two colleagues at the HEI where I work, who had considerable experience in the area of internationalisation, were approached and asked to participate in this phase of the research. Feedback from these colleagues proved to be very helpful, as it allowed me to monitor my skills and attitude. The data gathered from these interviews was not included in the main data set, given that I was using the pilot process as a means of clarifying questions and honing my interviewing skills.

Following a period of reflection, I made some minor adjustments to questions in the interview guide. For example, with regard to question 6; 'What in your opinion are the main rationales for internationalisation?', one of the pilot interviewees commented that she was unsure about the meaning of the word 'rationales' in this context. I subsequently changed the question to make it clearer asking, 'What in your opinion are the main arguments in favour of internationalisation?'

I also added a question in relation to future plans for internationalisation. Originally, I had prepared the following question; 'What are your priorities for internationalising your institution over the next five years?' On reflection, it was clear that that it would be useful also to know how these plans will be realised and the question was added, 'How will these plans be implemented?'

Following the feedback on my interviewing style from the pilot interviews, I was made aware that I needed to ask more probing questions, such as; 'Could you tell me more about that?' Or, 'Could you expand on that?' inviting interviewees to elaborate further on some of the open questions I posed (Barriball & While 1994; Drever, 2006).

The interviews were held at the participants' place of work (with the exception of one, which took place in a hotel) over a two month period in April and May 2017. All the interviewees were willing to sign the consent forms and agreed to be recorded. The average length of each interview was one hour, which is in line with recommendations for optimal interviewing, as outlined by Robson and McCartan (2016). Immediately after the interviews, the recordings were checked to ensure that the recording had been successful, before being transcribed. A reflective note was completed at the end of each day's interviewing in order to record my initial thoughts. One such note referred to my pace, which on reflection during the first interview was hurried in style. This awareness allowed me to slow my pace of questioning considerably for subsequent interviews.

4.11. Data analysis

The researcher who has carried out a study within a qualitative paradigm uses inductive analysis: patterns, themes and categories emerge from the data rather than being imposed in advance (Bryman, 2016; Denzin & Lincoln, 2008; Silverman; 2011; Cohen *et al.*, 2018). There are a myriad of approaches to analysis including framework analysis (Richie & Spencer, 1994; Richie, Spencer & O'Connor), interpretative phenomenological analysis (Smith & Osborn, 2008) and constructivist grounded theory (Charmaz 2000, 2006).

In selecting an approach to analysing data, Denzin & Lincoln (2003) caution the researcher to beware of what they call 'methodolatry' (p.64), a combination of method and idolatry which may distract the researcher from the substance of what it is s/he wishes to communicate by over-obsession with finding the right method. Conscious of this, I adopted a generic approach to the data, a thematic analysis (Bryman, 2016; Grbich, 1999; Braun & Clarke, 2006; Clarke & Braun, 2013) that was also informed by Moustakis' (1990) heuristic approach.

4.11.1. Thematic analysis

Thematic analysis, as outlined by Bryman (2016), who provides a helpful synthesis of the key writers in the area, involves six steps: (see Table 10)

1. Read through at least a sample of the materials to be analysed
2. Begin coding the materials
3. Elaborate many of the codes into themes
4. Evaluate the higher-order codes or themes and give names or labels to the themes and their subthemes
5. Examine possible links and connections between the concepts and/or how the concepts vary in terms of features of the cases
6. Write up the insights from the previous stages to provide a compelling narrative about the data (pp.587-589).

These steps were followed closely and proved to be a very effective way of engaging productively with the data. Their analytical emphasis was complemented by the vocabulary of Moustakis' heuristic approach, which added an extra affective and reflective dimension to the approach to the data. Moustakis recommends that the researcher begin with 'immersion' in the field. This encouraged me to deeply involve myself with the research participants and meant that, upon gathering data, I not only read a sample of the materials as suggested above, but also immersed myself in listening to the recordings and poring over the transcripts, enabling me to become very familiar with the data and to begin to identify patterns that were emerging.

This led to what Moustakis (1990) calls the incubation period in which the researcher 'retreats' from focus on the question; becomes 'detached' from involvement with the question and 'removed' from the question's meaning, enabling 'the inner tacit dimension to reach its full possibilities' (p.28). Moustakis suggests that the next phases are illumination and explication, and it was the experience of the researcher that engagement in the incubation period brought light and clarity to the themes and an enhanced capacity to offer explanations. The final stage is creative synthesis, and it was my intention to be able to offer a narrative characterised by the synthesis of a strong interweaving of the data with the literature in an elucidating discussion.

Table 10: Thematic analysis timeline

Time line	Thematic analysis (Bryman, 2016)	Moustakis (1990)
April 2017 – May 2017	Read through at least a sample of the materials to be analysed	Immersion
May 2017 – July 2017	Begin coding the materials	Immersion/incubation
July 2017 – August 2017	Elaborate many of the codes into themes	Immersion/incubation
August 2017 – September 2017	Evaluate the higher-order codes or themes and give names or labels to the themes and their subthemes	Immersion/incubation
September 2017 – December 2017	Examine possible links and connections between the concepts and/or how the concepts vary in terms of features of the cases	Illumination
October 2017 – August 2018	Write up the insights from the previous stages to provide a compelling narrative about the data. (pp. 587 - 589).	Explication

4.11.2. Use of NVivo

Prior to the data collection phase, I set up a project using the qualitative data analysis (QDA) computer software package NVivo 11 to code data from the interviews. This package was chosen for its excellence (Gibbs, 2002; Wong, 2008; Bergin, 2011; Bazeley, 2013; Robson & McCartan, 2016) and also for convenience, as it is available at my place of work. I also received training in NVivo, which gave me an appreciation of what the programme has to offer.

On reviewing the eighteen interview transcripts, an initial set of thirty-one 'parent nodes' or main themes were identified from the data gathered (Appendix 11). To aid reflection, I made summary notes after coding each interview; these were also to serve as an *aide-memoire* for later use. Over a period of several weeks, I re-read the interview transcripts and re-listened to the recordings of the interviews and six further 'parent nodes' were added to the project based on new information I gleaned from re-examining the data (Appendix 12).

In the case of eleven of these 'parent nodes', a hierarchy was created with several 'child nodes' or subthemes were identified (Appendix 11). For example in relation to the question, 'What does internationalisation mean for you?' the diversity of responses was such that some thirty-eight 'child nodes' were created providing very rich data (Appendix 13).

While there are clear advantages associated with using QDA packages, it is true that a time investment needs to be made in advance, including training, developing familiarity with the package, and uploading data. It is also important to recognise that once the coding had taken place there was still a substantial amount of work to do to analyse the data bringing to mind Gadner, Buber & Richards' (2003) claim that coding is not 'an end in itself' (p.103).

Nonetheless, the package was a most useful tool for discovering trends, recognising emerging themes and drawing conclusions (Wong, 2008). Using NVivo also obliged me to consider the complete text in the database thus providing a thorough basis from which to begin the analytic process (Robson & McCartan, 2016). Also, the ease of accessing data using the text search facilities to locate particular words in the data was found to be particularly useful.

4.11.3. Reflection on the question of overall quality of the research

More recently, the approach to the issue of quality has been increasingly more comprehensive, with the discussion being framed within a broader interest in the notion of quality as applied throughout the research process (Tracy, 2010; Darawsheh, 2014; Cypress, 2017). This study was conceptualised, designed, planned and carried out throughout with a commitment to rigour and thoroughness. For this reason, the traditional notions of 'reliability and validity' are addressed within a broader spectrum. Tracy's 'Eight Big Tent Criteria' (2010, p.837) provides a helpful framework for outlining the strategies I employed to ensure a whole-hearted and open approach to the various issues, and hence rigour and trustworthiness of the study overall (Appendix 13).

4.12. Conclusion to Research Methodology

This chapter has addressed the methodological aspects of the research, defining it as a constructivist-interpretivist study. The research design is case study and, in this instance, an instrumental exploratory case study was carried out. The sampling for the research was purposive in order to gain an enhanced understanding of those who are professionals working at the heart of internationalisation. Issues of validity and reliability were discussed from the stance of a qualitative methodology, and the choice of methods – website analysis and semi-structured interviews – was justified and explored. The important ethical considerations were set forward, and triangulation was explained as an appropriate element of the research. An overview of the processes of data collection and analysis were presented. Tracy's 'Eight Big Tent Criteria' (2010, p.837) was used as a framework for addressing issues of quality, generally, and the document may be found in the appendices.

Chapter 5: Findings and discussion

5.1 Introduction

This chapter presents the findings from the websites and the semi-structured interviews structured in alignment with the subthemes that formed the Website Search Guide (Appendix 9).

First, the findings from the websites are presented, and they provide a tip of the iceberg (Selfridge & Sokolik, 1975) overview of IoHE, showcasing good news stories about activities and events at all of the HEIs (Saichaie, 2011). The stories are grounded in the 'values of traditional importance' and highlight many and diverse examples of cooperation, partnership, exchange, mutual benefits and capacity building amongst all the institutions studied. Stories suggestive of the values of 'emerging importance' associated with competition and commercialisation were also witnessed. The universities were found to place importance on competition and status building through their position in the global rankings, the IoTs less so; though the 'Sunday Times' Institute of Technology of the year award is used to rank institutions in that sector. The language associated with marketing and self-promotion is evident on all eight HEIs, revealing that commercial values are also at play.

Second, the findings from the interviews provide a much deeper insight into the values regarding IoHE (Schein, 1984). They support Knight's view that over the last decade, values related to IoHE have changed from values characterised by cooperation to those based increasingly on commercialisation. The interviews also reveal the participants' views, with regard to the 'traditional values' – cooperation, partnership, and exchange – which paint a picture of internationalisation, which describes many challenges to these values being experienced in the domain of lived experience in these areas. The findings also reveal that attitudes to IoHE within each institution are very much influenced by that of the President, and in HEIs where internationalisation is driven by the President, it clearly enjoys particular success. Overall, the interviews reveal that the values of commercialisation are increasingly affecting IoHE whilst at the same time they clarify a

strong desire by managers in institutions across the country to work collaboratively to promote Ireland as a destination for international study.

5.2. Websites: study of 'values of traditional importance'

5.2.1. Cooperation

Cooperation is at the heart of the European Commission's training strategy (ETS), originally launched in 2000. One of the main actions of the programme, Key-action 2, was designed to foster a spirit of 'Cooperation for Innovation and the Exchange of Good Practices' amongst European universities. On its website, Uni2 reports on its involvement in six different Key-action 2 projects, including one, for example, known as 'Connect 2.0', which involves cooperation between 10 EU partners in terms of technology to design 'an e-learning platform and curricula for pre-departure and re-entry orientation, to support Erasmus participants before, during and after their exchange'. Besides providing a forum for cooperation, the project, on its completion, has the added benefit of delivering a sustainable tool to enhance student learning into the future.

Cooperation was also the driving force behind an initiative in the IoT sector, in the area of hospitality and culinary arts, which involved the French Embassy in Ireland and several Institutes of Technology. On their websites IoTs 1, 3, and 4 report on the initiative known as 'Good France/Goût de France', which involved the organisation of student-led culinary events at each of the participating IoTs, hosted in cooperation with the French Embassy. The focus of this cooperative initiative was to promote the best of Irish and French cuisine and was reported by IoT3 as an 'opportunity to showcase the vitality of agrifood links which exist between the two countries'. On its website IoT1, referring to the event, comments on the long history of cooperation between Irish and French culinary institutes under the Erasmus+ programme adding that this cooperation has led to 'the possibility for Irish and French students to train in another country, learn new skills and improve their language abilities during their education'. The French Ambassador praising the cooperative nature of the event reported that it's 'a sign of the strong bonds which unite our two countries and an excellent sign for the future of French and Irish cuisine'. (IoT1)

Cooperation was also referenced on the websites in relation to a number of other initiatives, particularly in the areas of teaching and learning and research. Uni2, for example, refers to

'cooperation on academic programmes' with a university in Ghana, while IoT1 makes reference to its involvement in a 'cooperative forum for research' with a number of Brazilian universities. It appears therefore from the websites that the core value of cooperation is important to both the universities and the IoTs. It is interesting to note that these initiatives appear to be driven by academic staff and are based on academic values, linking the benefits that come from cooperation directly to teaching and learning and research. In light of Knight's (2011) assertion that there is an increasing shift in emphasis from values of cooperation to one increasingly characterised by competition, these examples suggest that the HEIs are living out the value of cooperation supported by the Irish Government in the *National Strategy for Higher Education to 2030* in the area of internationalisation, which recommends that HEIs:

> … should take advantage of the opportunities to enrich their students' experience, their staff development, and their research work by cooperating and working jointly with complementary institutions in other countries' (DoES, 2010, p. 80).

5.2.2. Partnership

Partnership is at the heart of internationalisation, according to Ilieva, Beck & Waterstone (2014), who see it as a two-way 'flow of expertise' (p.886). Evidence of several partnership projects, whereby experts from different countries come together with colleagues from Irish HEIs to engage in a two-way flow of knowledge and ideas, is visible on all the websites examined. An example of one such project in the areas of Business, Engineering, Humanities and Science is reported by IoT4, referring on its website to a new partnership agreement with a Canadian institute at undergraduate level. The partnership agreement provides for a credit transfer arrangement between the institutions, research project collaboration and student and staff exchanges. On the website, the importance of this initiative is enhanced by comments from the President of the Canadian institute who refers to its significance as:

> not just for the international experiences and important learnings about another culture,' but also as for the benefits it will afford those who participate in 'the types of experiences which can help set them apart in their chosen fields throughout their careers.

Fostering partnerships in order to nurture students in their learning and in their future careers was also a factor reported by IoT3 on its website, referring to a partnership in the

area of marine biology with a German institute. This partnership brings postgraduate students on board an ocean-going research vessel 'to receive on the job training with marine scientists from across Ireland and Germany'. The website article highlights the benefits of participating in such a programme, as reported by one of the participants who stated:

> Apart from the training, the networks that were formed among the young scientists onboard is something which I think will be invaluable and will foster collaborative research in the future. (IoT3)

Overall, what we see on all eight of the institutions' websites is very clear evidence that partnerships are valued for their many benefits in the short, medium, and long term and at undergraduate and postgraduate levels. The articulation of these benefits can be seen over and over again expressed through stories and pictures of happy graduates. One particularly powerful example of this was found on Uni1's website, when the Irish Minister for Education is quoted enthusing about this university's inclusion in a prestigious European partnership. In using the Irish language proverb, '*Ní neart go cur le chéile*' – which translates as, 'there is strength in unity' – he acknowledges Ireland's ancient history and heritage and suggests a genuine reaching out across borders in a desire for genuine partnership.

5.2.3. Exchange

References to exchange opportunities for students and staff are very visible on all the institutions' websites studied, particularly in relation to the EU Erasmus+ programme. Uni1's website mentions a recent EU initiative, Erasmus+ International Credit Mobility (ICM), which provides opportunities for staff and students to study, teach, and train in countries outside Europe. A student participant from Uni1 commented on the many benefits of exchange reporting: '… it awakens you to the fact that the way we do things at home is not the only way of life.' (*Uni1 student - BA Psychology & Sociology, Erasmus+ Credit Mobility Grant, Unitec Institute of Technology, New Zealand*). She acknowledges the development of her critical thinking skills and cultural awareness, resulting from her participation in the programme.

In a slightly different approach to student exchange, IoT3 mentions its involvement in an exchange programme with an Italian film school, whereby students spend five days in each

other's country, attending lectures and specialised film workshops. Beyond the benefits for learning and networking opportunities for the students involved, the project coordinator at IoT3 believes that the exchange provides the basis for a longer-term sustainable relationship between the two institutions reporting on the institutions website that:

> This is a wonderful opportunity for IoT3 to collaborate with this renowned Italian film school. Both institutions have a strong skills focus and produce thinking practitioners who make a significant contribution to the international film industry. These common values provide a real foundation for a lasting relationship.

While there are many references to student exchange on all the websites studied, there were very few examples of staff exchange. IoT1, however, mentions an interesting two-way exchange, whereby staff in the area of Health Sciences, simultaneously swap places, in Ireland and the USA. Referring to the benefits of the exchange period at IoT1, the visiting lecturer reports on themes of collaboration and relationship development stating:

> I look forward to working with J, M and others on campus, to further the relationship between our institutions.

The success of the exchange was also acknowledged by the Head of Department at IoT1 on the website who expresses enthusiasm for future initiatives, heralding the venture as: 'a great success that will facilitate further engagement between staff'.

The benefits of participation in international exchanges could also be seen in short videos and student testimonials on many of the websites, highlighting a broad range of positive experiences which enhance student learning and provide opportunities for the acquisition of a multiplicity of skills. Exchange programmes are reported to have long term benefits for students and staff, particularly in relation to the development of skills in languages, critical thinking, cultural awareness, networking and relationship development, suggestive of facilitating and thus valuing academic values, real learning opportunities that enhance students' development and creating positive generative relationships. According to Engel (2010), some eighty-six percent of Erasmus exchange student participants are, for example, reported by employers to be competent at using foreign languages in professional settings as opposed to just forty-two percent of students who did not avail of an exchange opportunity.

5.2.4. Mutual benefits

The desire that internationalisation contribute to mutual benefits for its various participants – students, staff, institutions, countries - is acknowledged in policy in the National Strategy for Higher Education to 2030 ('Hunt report'), which asserts:

> The presence of overseas students gives an international flavour to a campus, and it creates a dynamic in which domestic and overseas students can learn from and stimulate one another and mutually enrich their learning experience (DoES, 2011, p.81).

The policy acknowledges that overseas students, through their presence, help to change the culture or lived experience on campus for the benefit of all. Opportunities for engagement between Irish and international students make for a rich learning experience and help to break down cultural barriers.

Some examples of international projects of mutual benefit were highlighted on the websites. For example, Uni2 refers to the signing of a partnership agreement with a Vietnamese university. Underlining the importance of mutuality in such projects, it states: 'Developing mutually beneficial international collaborations is key to the success of our internationalisation strategy at Uni2'. The university hopes that the project will be of mutual benefit for both students and staff at both institutions in an initiative that is reported to provide for 'student and staff mobility between our Business Schools … which will further internationalise our campuses'.

In the IoT sector, on its website, IoT1 reports on a multi-strand project for 'mutual benefit' with an American technical college. The initiative, which provides for student and staff exchange, transfer of student credit and the development of joint online projects among others, is based firmly on values of mutuality with the objective of 'prioritising relationships between Ireland and America'.

It is exactly in this spirit of mutuality that Barnett (2011, 2018) claims that the education system should ideally operate within the context of the 'ecological university', arguing that meeting future global challenges will be best served through 'collective imagining'. An example of such 'imagining' can be seen on Uni1's website, which refers to a collaborative research project with a leading Chinese university related to the area of aging. The website comments on the benefits of the project for both HEIs and for society, reporting that, 'we

can share our research and experience to our mutual benefit and global significance', pointing towards enhancing values for the global public good.

Uni2, also referring to the mutual benefits derived from sharing of research expertise with a Chinese university in areas as diverse as microelectronics, architecture, and computer science over a number of years, reported on the website that these partnerships had, over time, led to the development of other projects such as exchanging scholars under the Erasmus+ programme, testimony to the potentially generative nature of partnership collaborations for the educationally enhancing benefit of all involved.

5.2.5. Capacity building

Capacity building projects in a HE context are defined by the EU as projects aimed to support EU partner countries to 'modernise, internationalise and increase access to higher education and address the challenges facing their higher education institutions and systems' (European Commission, 2018). Such initiatives are aimed at promoting 'global public good' (Kaul, Grunberg & Stern, 1999). The website search revealed some distinctly different examples of capacity building projects managed by both the universities and IoTs; one was focused on development initiatives for library staff, a second project was based on developing inter-institutional collaboration with a new African university, while a third project was aimed at enhancing student learning in Middle Eastern universities.

On its website, IoT2 makes reference to its involvement in an EU Erasmus+ funded capacity building project, managed by its library staff, which aims 'to develop information literacy and libraries in the Russian Federation, China and Kazakhstan', based on values of sharing knowledge and expertise.

The desire to share knowledge and skills was again evident in a project based on student learning managed by Uni3. The project, a TEMPUS initiative, funded by the EU was designed to 'embed civic engagement and service learning in universities in Jordan and Lebanon'. The goal of the project was to encourage university students to 'become engaged and active democratic citizens, to forge links between universities and community in the Arab World and to transform the curriculum'.

A third example of a capacity building project espousing values of cooperation and mutual benefit to enhance student learning at a newly opened Ethiopian university. The project, managed by Uni3, might be considered a particularly good example of capacity building. As part of the project, Uni3 has committed to:

> Share its expertise in areas such as academic administration, quality assurance, programme development, community outreach, industry engagement, and librarianship. There is also provision for staff and student exchanges.

On its website, Uni3 reports that the project has become one of reciprocal benefit for staff from both universities, with a spokesperson from the Irish university commenting that 'we feel we have much to learn from working with our colleagues in Addis Ababa', suggesting a spirit of genuine sharing of the values of cooperation and exchange.

5.3. Values of 'emerging importance'

In a HE environment impacted by reduced State spending and an ever increasing focus on marketization, Knight argues that internationalisation is increasingly characterised by values of 'competition, commercialisation, self-interest and status-building' (2011, p.1) associated with 'academic capitalism' (Slaughter & Leslie, 1997). The findings from the websites relating to these values, referred to here as 'values of emerging importance', will be now be presented.

5.3.1. Competition and status building

Evidence of competition between HEIs and status building is increasingly manifest on the institutions' websites in reference to the university rankings (Hazlekorn, 2008; Shin, Toutkoushian & Teichler, 2011; Moed, 2017). All four university websites examined publish information relating to their position in global rankings such as those by the Times Higher Education World University Rankings (THE) and Quacquarelli Symonds' World University Rankings (QS).

In the IoT sector, Dublin Institute of Technology (DIT) is the only institute listed in the university global rankings (#751-800, QS Rankings, 2018). The other IoTs, however, assert their status in relation to each other in the annual classification by The Sunday Times newspaper for the 'Institute of Technology of the Year' award. Three of the four IoTs websites examined make reference to winning this award in recent years on the

international page of their website, emphasising the value they place on positioning themselves competitively.

Hazlekorn (2011) argues that rankings perpetuate ongoing competition between institutions in what she describes as a worldwide 'battle for excellence' (p.4). She claims that rankings are increasingly 'used to determine the status of individual institutions, assess the quality of performance of the higher education system and gauge global competitiveness' (ibid.). This is borne out by an ICEF survey (2017), which claims that rankings remain an important factor that influence the choice of institution of twenty-five percent of prospective international students.

5.3.2. Commercialisation

The 'International' section of the eight websites studied was found to be unarguably suggestive of commercial values, with a strong emphasis on promoting the institutions as a destination for international study, which supports the claim of Saichaie & Morphew, (2014) who assert that HEIs' websites increasingly communicate a commercial message more closely allied to the private purposes of education than the public purposes. This was found to be true in the case of all eight HEIs websites studied.

The commercial focus shown on the international pages of the websites studied can be witnessed in a variety of ways. Banner headlines announce the 'Top 10 reasons to join …' or 'Why choose to study at …'. All the institutions were found to include video testimonials featuring students who speak in glowing terms about their time studying at their chosen institution.

The commercial aspects of the websites were also noted in other ways. All the institutions were found to publish clear details of their tuition fees for non-EU students. In addition, the language of the business, rather than of the academic, world is clear when they list the staff members who work in the area of internationalisation, generally categorising them as having commercial responsibilities, such as, 'international marketing coordinator' or 'international recruitment manager'. A commercial theme is also evident in announcements published by many of the institutions regarding their participation at international student recruitment fairs, organised throughout the world, where prospective students can meet with staff from the various institutions.

The increasing focus on commercial values can also be witnessed on the websites in the emphasis placed by all eight HEIs on the use of social media channels such as Facebook, YouTube, and Instagram, as marketing tools. Cooper (2017), commenting on the rapid growth in the use of social media to attract international students, reports that some eighty-three percent of prospective overseas students use such media as part of their decision making process. This trend is represented in a very significant nineteen per cent increase between the years 2016 and 2017 (Times Higher Education, 2017), a shift which further underlines the unrelenting marketization of IoHE and the increasing impact of values related to commercialisation.

5.3.3. Self-interest

Ostensibly, the websites present various learning opportunities available to international students who may wish to study in Ireland. This may well be in the interest of the learners or indeed mutually for the benefit of learners and the institutions and the wider society. From a more cynical stand point it could be argued that, beyond the surface, these websites suggest self-interest, as institutions increasingly adopt values associated with the 'private good' (Slaughter & Leslie, 1997). Perhaps the commercial pressures on HEIs have meant that their attention has been pulled increasingly towards the need for ensuring their own self-interest, while at a government level, the severe reduction in funding for HE could also be interpreted as looking after self-interest. In such a scenario, there is more of a potential for the international student to be seen as a revenue source.

5.4. Summary

The websites arguably give us a glimpse of the tip of the iceberg (Selfridge & Sokolik, 1975), with regard to IoHE for all of the institutions studied. It is important to note that, whatever may be visible on the website pages, the various activities and events on top bring only a glimpse of what lies beneath as 'hidden', either consciously or unconsciously. The many positive stories on the websites, grounded in the 'values of traditional importance', highlight several examples of cooperation, partnership and exchange in both the universities and the IoTs and provide strong evidence that these values are of core importance.

In contrast, beyond the positive stories, there is also evidence of the increasing importance attached to the values of 'emerging importance' associated with competition and commercialisation. References to the rankings were found to be significant for the universities and IoTs in terms of positioning themselves competitively in relation to their peers. The overall tone of the international office webpages of all eight HEIs studied was found to have a strong focus on commercial values, with a particular emphasis on the use of language related to the marketing and promotion of the institutions and their programmes to a global audience.

5.5. Findings from the interviews

5.5.1 Introduction

This section will examine how values relating to IoHE are communicated and discussed in contemporary Ireland by managers working in the area of internationalisation, based on an evaluation of the interview findings. These findings provide a much deeper, below the 'iceberg' (Selfridge & Sokolik, 1975) insight into the values espoused by managers in relation to IoHE when compared to the findings from the websites (Schein, 1984). These findings add weight to Knight's (2011) claim that, over the last decade, changes in the area of IoHE have seen internationalisation change from a process based on values of cooperation to one increasingly based on values of competition. The interviews also reveal a gap between how institutions represent the 'traditional values' of cooperation, partnership and exchange on their websites and the 'emerging values' of commercialisation, competition, and self-interest that are the hallmark of the challenges that managers face in their work in an increasingly marketised environment (Williams, 1995). The findings also show that, whilst all the HEIs face similar challenges, the attitudes that most strongly characterize the processes of IoHE vary from institution to institution and in HEIs. The importance of the role of the leaders is seen clearly in this study, which found that, where internationalisation is driven by the President of the HEI, it is seen to be particularly successful. Overall, the managers interviewed across the institutions indicated a strong desire to work together to promote Ireland as a destination for international study, for the benefit of their students and staff, their institutions and for the greater public good.

5.5.2. Perspectives on 'values of traditional importance'

The presentation of the findings and discussion from the interviews is, like the findings from the website analysis, structured in alignment with the subthemes from Knight's (2011) quotation, beginning with the 'values of traditional importance' and moving on to the 'values of emerging importance'.

5.5.3. Cooperation

Interviewees from both the university and IoT sectors corroborate Knight's claim that values associated with cooperation are not supported by HEIs in the same way as they were in the past. Referring to the early 2000s, IM5 paints a picture of the 'early days' of internationalisation as the halcyon days, claiming that internationalisation, still in 'its relative infancy' in Irish HEIs, was seen as something of great value to be nurtured, respected with the primary aim of promoting a spirit of cooperation. She reports:

> When I started fifteen years ago … internationalisation was seen as something that needed to be very carefully cultivated and respected and it was supported in many ways; seed funding and venture capital was put into a lot of different cooperative projects.

She regrets, however, that a growing financial deficit, exacerbated by the reduction in Government funding, had led to a radical change in how internationalisation is perceived by senior management at her institute. She reports that there is no longer support from senior management for work on cooperative type projects and that the focus for internationalisation is no longer about promoting a spirit of cooperation; now, the focus is the generation of revenue from international student tuition fees. Referring to this change in very strong terms, she claims:

> It has just completely changed. Now it's 500% about income generation, student numbers at all costs.

Given the current HE environment, where funding has been reduced by 29% between 2007 and 2014 (Clarke *et al.*, 2015, p.11), it is not surprising that financial concerns are being felt as an increasing priority for many institutions with financial values taking precedence over those of cooperation. The regret at the change of focus in particular from 2008–2018 from the initial endeavours of IoHE is echoed by UM1, who recounts that having the opportunity to work on cooperative projects was the desire that motivated her to accept a

post in the area of internationalisation, where she hoped that she could instil values of cooperation. She states:

> When I joined the university I was hoping that I would be able to instil an ethos based on values of cooperation into the job. It has totally changed, especially over the past ten years.

5.5.4. Partnership

Partnership is an important value for the interviewees, many of whom linked it explicitly to values. For partnership to be successful, the importance of a 'two-way flow of expertise' (Ilieva *et al.*, 2014, p.886) is a theme that was repeated by several interviewees. Referring to establishing new partnerships in China, IM7 claims that in order to be successful, 'there's got to be a sense of commonality between you, your partner, and your philosophy when working together', arguing that without shared values, a partnership would be difficult to sustain.

The importance of sustainability to partnership development was also mentioned by IM3 who reports that his institution's approach to internationalisation has been 'primarily focused on the development of inter-institutional partnerships'. This approach is rooted in a philosophy of continuity and generativity, with a view to building sustainable relationships for the longer term. Such partnerships, from his point of view, can pave the way for 'broader opportunities such as collaboration on exchange programmes and joint degree programmes'. He also maintains that using a partnership based approach is beneficial, as it offers the potential to build relationships with colleagues in the partner institution, which can be leveraged to develop further initiatives in the future.

Interestingly, whilst some interviewees associate partnership with the early days of IoHE, the practice of developing partnerships with international institutions is described as a 'new initiative' by UM3 who describes how a team of academic staff at her university is working on a variety of such projects with international partner universities. She states:

> We've recently moved into the partnership space … we've developed a small partnerships team and we've started to develop articulation agreements with universities in India, and we've just had some scoping trips in different parts of the world, which we are now taking back into the academic community to engage with

> them on to see if we can match the demand that we've met with potential engagement at this end'.

The development of articulation agreements with partner colleges will allow for a 'two-way flow of expertise' between the partner institutions in the development phase of the agreements, and once these agreements are in place, will allow for a 'two-way flow' of students providing opportunities for genuine cooperation that will be of mutual benefit for both students and staff.

While UM3 has recently set up a partnership team, Bogotch & Maslin-Ostrowski (2010) admit that getting academic staff to engage in such projects is often challenging. UM5 shares this view reporting that one of the most difficult partnerships to develop in the area of internationalisation is 'the one closest to home', in other words those involving partnership between his institution's international office and faculty. Echoing Clarke *et al.* (2018), and Helms (2015), UM5 describes how it is increasingly difficult to encourage staff at his university to get involved in working on international development type projects, with staff querying 'what's in it for me?'. The idea of partnership suggests parties coming together in authentic engagement. The lack of such engagement leads to what he describes as 'a passive level of internationalisation' across the university, a phrase that points towards the problem of the lack of staff engagement in the IoHE project that is required for partnership.

In order to engage faculty more fully in the internationalisation process, UM5 argues that faculty members need to be incentivised to engage in international partnership activities in order to build a two-way flow of expertise for the greater benefit of all, a view also put forward by Clarke *et al* (2018) and Schoorman (2000). Expressing views similar to Helms (2015), UM1 adds that engagement in internationalisation needs to be valued by those who set the criteria for academic promotion if this type of initiative is to be successful.

Conscious of these challenges, IM2 is of the opinion that staff engagement in work related to international partnerships should ideally be organic in nature. Expressing a view similar to others, he claims that staff should willingly want to get involved in such initiatives and reports that from his experience successful staff engagement is often linked to research partnerships. He states:

> I find that the best ambassadors for internationalisation over the years have been staff with a research agenda. The people who are doing the research know damn well that the researchers must follow the funding. The funding follows the best research. That's why, if you can engage and empower principle investigators in the research groups, I think there is a synergy to be found between supporting these international partnerships and developing research capacity.

While successful partnership may be about a 'two-way flow of expertise' (*ibid.*) involving values of sharing, it would seem that values of self-interest are also increasingly at play, as academic staff were found to show an interest in partnership projects only if it suited their own personal agenda.

5.5.5. Exchange

The multiple benefits of exchange, particularly with regard to skills' development for students, were mentioned by many of the interviewees (Bracht, 2006; Teichler & Janson, 2007; Keogh & Russel-Roberts, 2008). AM2 and UM4, for example, referred to the opportunity for students to develop their language skills. Meanwhile, UM3, IM1, and AM2 mentioned that such opportunities can greatly enhance students' intercultural competence, defined by Spitzberg and Chagnon (2009) as, 'the appropriate and effective management of interaction between people who, to some degree or another, represent different or divergent affective, cognitive, and behavioral orientations to the world' (p.7).

While there was an appreciation of the skills acquired by students from participation in exchange programmes, there was also an understanding that the main benefits can be seen on their return and beyond. Referring, for example, to the impact of participation in the Erasmus programme, AM3, for example, comments that 'the impact could be over the lifetime of an individual' echoing the President of the European Commission, Jean Claude Junker, who, when referring to the success of the Erasmus programme, claimed that investment in the programme:

> Is an investment in the future - in the future of a young person and of our European idea. I cannot imagine anything more worthy of our investment than these leaders of tomorrow (European Commission, 2017).

While the positive side of participation in exchange programmes was evoked by many of those interviewed and was also evident from the student testimonials, videos, and blogs

seen on the websites, some of the interviewees expressed their concerns about a lack of support for staff to get involved in developing and managing exchange initiatives.

According to IM1, there is no incentive for staff at his institution to get involved in nurturing or supporting exchange initiatives as there was no way to formally recognise this type of work. He commented, 'There's no reward mechanism. There's no official, "here's a couple of hours off your timetable, will you manage this side of things?"'

UM5 claimed that, at his university, faculty are increasingly less interested in developing exchange agreements. Reporting that students at the university were not required to do an exchange, he mentioned that, in some faculties there was 'a 5 to 1 imbalance in the number of students coming in as opposed to going out'. As a result, faculties already burdened with an increasingly difficult financially situation are, he reported, beginning to query why the university accepts so many non-fee paying exchange students.

IM2 meanwhile mentioned that a lack of places on some programmes at his institution meant that there were a limited number of places for exchange students and that some programmes had no room for more students. When asked about the possibility of reserving a certain number of places for international students, he replied by saying that 'that would deprive Irish students of an education'. UM2 similarly remarked that a limited availability of places at her university meant that 'decisions had to be made about the number of EU exchange students to accept'; implying a reluctance to admit non-fee paying exchange students in favour of fee paying non-EU students (Khoo, 2011). This emerging trend was also noted at other HEIs, indicating that the values of 'academic capitalism' are alive and well and threatening the very future of exchange programmes.

5.5.6. Mutual benefit

The interviewees had a lot to say in relation to the values of mutual benefit associated with internationalisation, relating in particular to the benefits for the international student and also for Irish students, faculty, researchers, and the wider community.

According to AM1, the mutual benefits for both Irish and international students become particularly evident when students share a classroom or work together on projects. She mentions the value for both groups that comes from exposure to 'different ways of

thinking' and cites an example of the mutual learning that can come from a group of Irish students working with Chinese students 'who mightn't have the critical thinking skills needed in certain academic situations as that wouldn't be in their culture'; this, she adds, contributes to a rich learning experience for all involved.

IM2 expresses a similarly positive view about the mutual benefits for both Irish and international students that come from students working together in culturally mixed class groups. He states that 'the number one priority for us would be that there would be international students in every class … The reasoning is very simple. We feel that group work of heterogeneous groups is way more creative than that of homogenous groups which benefits all involved and makes for a dynamic learning environment.'

UM4 believes that the mutual benefits for students that come from internationalisation transcend the walls of the classroom. She argues that internationalisation provides students with opportunities for growth and development that prepare them to better understand the world and how to live in it, for their benefit and for the greater 'public good' (Samuelson, 1954):

> I think we are preparing the students, I really believe that, for a more real future, if they understand the world, and internationalisation is absolutely about understanding the world. So it's not geopolitics, it's how to manoeuver in it… how to physically, mentally and emotionally navigate the world we live in.

In relation to staff and faculty, the mutual benefits of internationalisation mentioned in the interviews relate in particular to the areas of personal development and to faculty engagement in research. Referring to the many opportunities that internationalisation brings for personal development, IM3 claims that 'internationalisation is of tremendous benefit to staff in terms of their own experience, their own challenge, their own learning, their own development'. IM2 meanwhile refers to the mutual benefits for staff on a personal level, claiming that engaging with international colleagues can be 'a mutually enriching experience and in many cases it has led to lifelong friendships'.

With regard to research, the mutual benefits associated with sharing knowledge with international research colleagues are mentioned by UM2. She claims that such sharing is particularly important in an Irish context, as 'we often lack expertise in certain areas

requiring involvement from colleagues from other countries… there's a need for research to be collaborative to pull the strands from all the appropriate places together'.

According to IM2, the mutual benefits from internationalisation are becoming increasingly evident at the level of the community, as international students get more involved in local volunteering initiatives outside of their HEIs. This willingness by international students to share their time and skills has helped their integration into the local community and, according to IM2, is of great mutual benefit to all:

> There are examples locally where international students have been helping voluntary organisations and sporting organisations, where international students have gone in and have been helping kids in disadvantaged schools. I think everybody, not just in the immediate area, the hinterlands, I think everyone benefits.

The mutual benefits that come from integrating international students into the local community are also highlighted by IM4. She is of the opinion that 'we have a duty with regard to civic engagement'. Reporting on an event organised to celebrate Chinese New Year in cooperation with the institutes' Chinese students, the local Council and local residents, she claims that the event had mutual benefits for both the students and the local community, reporting that it was of 'great benefit for all and great for helping to build a sense of community for our Chinese students'.

The benefits, mentioned in the interviews, that internationalisation can bring for broader society, recall Stein, Andreotti, Bruce & Suša (2016) who refer to the importance of internationalisation in promoting the 'global public good' (Kaul *et al.*, 1999). Echoing the view of Stein *et al.* (2016), IM7 claims that internationalisation can play a powerful role in helping to develop a less fractured and more inclusive society for the benefit of all. He claims that:

> Society globally gains from it because there's less strife. There's less conflict. There's better understanding of different cultures.

Similar benefits that internationalisation can bring for the 'global public good' (*ibid.*) were also mentioned by UM1, who initially, with some reticence, said: 'If it doesn't sound too corny, the world should be a better place because of internationalisation … I suppose given the world we're living in now, the more people travel, the more they're exposed to other nationalities ... I think it makes for a better world'.

Making for a better world for the mutual benefit of all is also the main advantage of IoHE according to IM5, who claims that internationalisation can help individuals to open their minds, enabling them to develop a broader view of the world and so become more tolerant and understanding. She claims that internationalisation:

> Helps fight the war on ignorance. I've found that more deep rooted fundamentalism takes place in scenarios or zones where people are blocked from looking at the Internet, where they rely on a corrupt news channel or a dictator to tell them how it is. It's about the progress of civilisation. That's it. If we wanted a civilised world, we want to sustain the world, want peace, want to work on climate change, the big things, our sons and daughters need to have open minds and value diversity that comes from internationalisation.

Recalling Carayannis & Campbell's quintuple helix model (2010), IM5 is of the view that the mutual benefits that come from IoHE can help to sensitise the individual about the importance of understanding the major challenges facing the planet such as world peace and climate change.

5.5.7. Capacity building

Supporting capacity-building initiatives was a theme that reoccurred during the interviews. Ireland has a long tradition of engagement in the these type of projects in Africa, Asia, and Latin America through non-Government Organisations (NGOs) such as Trocaire, Gorta, and Goal, and in-keeping with that spirit, some interesting capacity building projects were identified during the interviews as an important contribution to the 'global public good' (Kaul *et al.,* 1999). The limited availability of funding has, however, become an obstacle for some institutions, despite the enthusiasm of some staff interviewed to become more involved in this type of activity.

AM6, referring to Ireland's long history of missionary and development work in some of the poorest parts of the world, asserts that:

> 'The Irish have always had a social conscience and I think it's important we continue that'.

This view was echoed by UM1 who is currently managing a capacity building project aimed at up-skilling staff from an Ethiopian university. She explains that this work makes for a welcome change from the day-to-day routine of work in the international office and has reinvigorated her enthusiasm for internationalisation. She comments:

> When you get a chance to do something that you feel actually makes a difference, not to be too clichéd about it, it actually makes a difference!

According to the interviewees, 'making a difference' through capacity building is becoming an increasingly difficult challenge for Irish HEIs. AM3 reports that this is primarily due to a lack of finance as the only funding currently available to support this type of work comes from the EU Erasmus+ programme. According to AM3 the overall budget for these projects is very limited budget and is he reports, 'very oversubscribed'. IM5 recounts with regret, how in the past, capacity building projects were supported at her institution, but a change in financial circumstances in recent years has meant that this is no longer the case.

Despite the limited funding available for capacity building initiatives, AM3 reports that nonetheless, there is great interest from staff in working on these type of projects. He adds that while many HEIs appear to have 'lost sight of that part of internationalisation', he believes that there is a greater role for higher education in the area of capacity building, calling on HE leaders to do more to 'put it back on the internationalisation agenda' and put a greater focus on valuing the cooperative side of IoHE in the interests of the greater 'public good' (Samuelson, 1954).

5.6. Perspectives on 'values of emerging importance'

5.6.1. Competition

Ireland's HEI's are operating in an increasingly competitive environment; this is particularly evident in the area of internationalisation and more especially in relation to international student recruitment. In the context of Ireland's relatively small size, and also in the interest of greater efficiency, many of the interviewees express a desire for their institutions to collaborate more closely to promote opportunities for study in Ireland and to share expertise. Some suggestions mentioned in the interviews include collaboration between HEIs in the same sector ('sector to sector collaboration' e.g. IoT and IoT). Other suggestions include 'cross-sector collaboration' (e.g. IoT and university), or 'regional collaboration' based on collaboration, between HEIs in relation to their location. In contrast, however, some interviewees refer to a perceived competitive spirit between some institutions relating to internationalisation which makes the task of collaboration more challenging.

Competition between the HEIs in the area of internationalisation may not at first seem evident. While relations between colleagues may ostensibly be very good, UM1 reports that this may well belie a certain competitive tension that exists between the various institutions:

> On one level, we appear collegial, and we work together and we all fly the flag when we're abroad. But we are competing against each other.

Commenting on the growing 'culture of competition' amongst HEIs, with regard to international student recruitment, IM1 commented that institutions are always looking for new opportunities and are ready to act 'as fast as possible to seize an opportunity'.

Frustrated by the competitive nature of internationalisation amongst Irish HEIs, particularly between IoTs, given the similarity between their programmes, IM1 is of the opinion that there is need for more collaboration between institutions:

> … this just doesn't make any sense … investing a significant amount of time, effort and money into proving how different we are when we all offer pretty much the same programmes.

An equally palpable sense of frustration about the duplication of programme offerings in the university sector was evident from UM5, who claims that similarities between programme options in the various institutions, coupled with the large number of HEIs, make it difficult for students to understand the Irish HE system, which he believes may be damaging how Ireland's HEIs are perceived overseas. Referring to Ireland's size, and making a comparison to the United States, he suggests that, 'Ireland is probably the same size as one of the counties in one of the states, where they would have probably one public university and then a couple of privates', leading him to conclude that we need to look as a greater level of collaboration between institutions; 'we have diluted our offering too much, there are just too many options for a country of this size'.

Also referring to Ireland's size, as a very small country on a global scale, while also referring to the opportunity for closer collaboration between HEIs, UM4 expresses the view that:

> Ireland has thirty something thousand international students. Is it five million students that are mobile worldwide at the moment? And that's only going to

> increase, so no matter what market you go into, there is no competition … We're too small, far too small.

IM2 shares the view that there is 'no competition' for Irish HEIs when recruiting international students overseas or looking for partnership opportunities, claiming that 'the world is our oyster; there are so many opportunities out there'. However, he adds that the biggest challenge for Ireland is a lack of collaboration amongst the various national stakeholders, arguing that 'we always seem to struggle to work as a team. We as a sector get too caught up in competition'.

AM2 shares this view, referring to an ongoing 'competitive tension' between the university and IoT sectors, with regard to opportunities for international student recruitment and research. She claims, however, there is no need for any such tension, as there are so many opportunities; 'some of the markets they are competing in are so huge they don't even need to be competing' suggesting rather that the sectors need to examine ways collaborate more as they 'would be far better off, working together'.

Support for closer collaboration between institutions to promote internationalisation is a theme that was echoed by many of the interviewees. Referring to the IoT sector, IM5 claims that collaborating with other institutes represents the best opportunity for the future: 'I think there's an opportunity for our sector if we collaborate and go abroad as a group and target a like-sector in a foreign country. Sector to sector is where I see the greatest likely traction taking place'. IM5 goes on to recount how a collaborative project between three IoTs and a Saudi Arabian government training agency worked well in the past.

According to IM5, collaboration has many benefits: 'it helps me to be a better manager by sharing ideas and working with colleagues who are expert in the area'. In addition, IM5 adds that working collaboratively means that 'you are less likely to make mistakes when working on a shared project', while efficiencies resulting from the sharing of human and financial resources were also noted.

Not only are there benefits to institutions collaborating together to work as a sector, there are also benefits to working across sectors, which were mentioned by the interviewees. Several of those interviewed referred to the successful way in which the HEA managed the Brazilian government funded exchange and research programme, 'Science without Borders' on behalf of all the Irish universities, IoTs and private colleges. According to

AM3, it was the ‘first collaborative initiative at a national level to recruit students for all three sectors’. Describing the programme as ‘one of the big success stories of internationalisation from a student recruitment perspective’, AM2 noted that when the institutions got involved, and saw the success that came from collaborating to promote Ireland, ‘they actually sat down and really worked hard together, which really helped’.

Similarly, with regard a successful cross-sectoral initiative in China, AM6 mentioned that some nineteen HEIs, from the university and IoT sectors, came together in 2016 to work with the Department of Education and Skills and ‘Education in Ireland’, to promote educational opportunities at the China Education Expo, where Ireland was the main focus of the exhibition as the designated ‘country of honour’ (McGuire & Power, 2016). As a result of Ireland’s involvement in in the China Expo, AM6 claims that colleagues across all sectors are now collaborating more readily:

> I believe people are working far better together and I think there is a better understanding of where we're trying to get.

In relation to cross-sectoral collaboration in the area of research, IM2 and AM2 refer to the ‘Strategic Partnerships programme’ managed by Science Foundation Ireland (SFI) - the statutory body with responsibility for funding oriented basic and applied research in the areas of science, technology, engineering and mathematics (STEM), which supports collaborative projects between the universities, Institutes of Technology, and industry. IM2 claims that one of the main successes of this programme is due to the requirement for cross-sectoral engagement for all projects, which has led to ‘building an atmosphere of trust and cooperation’. AM2 shares this view and mentions that she would like to see a similar initiative ‘evolve on the internationalisation front’ to support HEIs to work together in a spirit of cooperation.

At a regional level, successful examples of collaboration between institutions were also mentioned. A three-way collaborative cluster between the University of Limerick, Limerick Institute of Technology and Mary Immaculate College to recruit students overseas was mentioned by AM2 who reports that the project is focused on benefiting the region above all else. The idea she says is ‘to bring people to Limerick. So it’s all about Limerick’. She also mentions a similar project in Cork, where University College Cork is collaborating with the Cork Institute of Technology, for the greater benefit of the Cork area.

Despite the success of many collaborative initiatives, at both a national and regional level, some interviewees reported what they perceive as barriers to collaboration. Referring, for example, to the HEA System Performance Framework which, among other things, links HEIs activities such as the recruitment of international students to the amount of funding received from the Government, UM1 reports that there is an element of competition around funding associated with internationalisation which might not necessarily incentivise collaboration with other HEIs. She claims:

> There's a correlation between your ability to generate your own revenue stream from international student recruitment, and what comes from the HEA. In that case then, of course we want to be ahead of X!

Another potential barrier to collaboration was mentioned by UM4 who suggested that there might be a certain reticence on the part of some institutions to work together in the area of overseas marketing and promotion. She claims: 'we'd be terrified that we would not represent each other well, assuming that we all represent ourselves fantastically and that we would steal clients or whatever … so we won't ever do that!'

A similar reticence about collaborating with other institutions was also noted by IM5 who commented that senior managers at her institution we not open to the idea of working with other HEIs in relation to internationalisation initiatives. She blamed this reluctance as being based on 'pride, fear, and all this competition' claiming that the institution believed it could go-it-alone and that there was possibly a certain fear about collaboration. She argued, however, that this approach was a 'huge obstacle' to progress and that such a stance will not work if the institution is serious about taking on 'world scale opportunities'.

Despite a certain reluctance to collaborate on the part of some HEIs, there is nonetheless strong evidence from those interviewed of a desire to move away from the competition dynamic towards a dynamic based on increased collaboration in the area of internationalisation. Fully cognisant of the challenges that such collaboration will bring, AM2 suggests that some strategic guidance by way of 'an overarching framework from Government' would be welcome, in order to address some of the competitive tensions that still remain and help devise a plan for a more collaborative future direction.

It is interesting to note how managers in the area of IoHE have come to blend their cooperative and competitive values to generate a new approach based on collaboration.

While there are some differing views from managers, the findings reveal that the majority of those interviewed are highly motivated to work together to promote Ireland as a destination for HE, building on the 'traditional values' of cooperation and partnership to promote success in the global marketplace for the benefit of the HEIs, their students and staff and the greater good of Ireland.

5.6.2. Commercialisation

Commercialisation has, in recent years, become synonymous with internationalisation in an Irish HE context. This became quickly evident from the responses to the interview questions when terms like 'financial return', 'revenue generation', and 'fee income' began to dominate the discourse. The findings of the interviews reveal that the commercial impact or the financial return generated from IoHE was the factor that the interviewees most associated with the meaning of internationalisation. This section will examine how commercialisation continues to impact on how internationalisation is perceived at national, institutional, and wider community levels.

5.6.2.1 National strategy on Internationalisation

As discussed in Chapter 3, Ireland is a relative newcomer to the area of internationalisation in HE, with the first national strategy document on internationalisation dating from 2010. Mercille and Murphy (2015) report that the strategy has a strong commercial focus aimed primarily at generating income in order to supplement the State's resources, which were significantly reduced in the wake of the 2008 global economic crash. This view is shared by AM3 who claims that:

> The motivation for the first strategy wasn't really internationalisation. It was about a funding issue, filling a funding gap. We look at international students as a means of doing that.

Mirroring a global trend of reduced government funding for HE (Delanty, 2001), IM3 reports that HE in Ireland has been particularly badly impacted by and since the 2008 economic downturn. He says that reduced State funding has meant that HEIs are increasingly motivated to 'to derive additional sources' and this he believes has been a 'huge influence in the drive to generate revenue through international student recruitment' (Garson, 2016).

Referring to the current internationalisation strategy, '*Irish Educated, Globally Connected, an international education strategy for Ireland, 2016-2020*', AM3 claims the Government 'has attempted to address a perceived over-emphasis on the commercial aspects of internationalisation of the last strategy', with a greater focus on other aspects of internationalisation such as student exchange and connecting with alumni. While implementing the strategy is not without its challenges, AM6 claims that the process is working very well, making particular reference to a 'subgroup' structure which has been set up to ensure that any issues relating to implementation of the strategy which arise are dealt with quickly and efficiently. Drawing a comparison with the implementation of the previous strategy, AM6 asserts that he has noted a marked improvement in how this strategy is being implemented claiming that overall there is 'more coherence, a cohesive approach by the entire sector. It's far more focused'. Despite these advances, AM3 nonetheless expresses concern that implementing the current strategy may well be a challenge because it doesn't 'give much indication of where the resources are going to come from'. He further expressed the belief that given the current restrictions on government spending, resources for the implementation of such strategies were 'unfortunately very limited', making it difficult for him to see how the strategy will be implemented with impact.

5.6.2.2 Government policy and internationalisation

Despite the perceived lack of investment by government to implement the current internationalisation strategy, AM5 claims that the commercial narrative around internationalisation is being particularly driven by the Department of Education, who he claims are primarily interested in getting details of 'numbers of international students and actions aligned with those numbers'. A similar view was expressed by IM1 who almost apologetically claims that the commercial focus on internationalisation was being driven by government:

> The Department of Education and 'Education in Ireland' have identified international students as being, I don't want to say, a source of revenue. They see them as an asset in regards to bringing finances into the country.

Meanwhile, in a somewhat more disgruntled tone, IM3 claims that government, and particularly the State agencies, perceive internationalisation primarily as a commercial

activity arguing: ‘I think there's a problem at government level, and I certainly get the impression at agency levels, that there's still a strongly predominant view of international education as being something to generate revenue. That's number one.’

The focus on revenue generation is also mentioned by IM1 who asserts that the reduction in government spending over the past decade has led to a situation, where he believes many institutions do not have adequate academic, administrative, or pastoral resources needed to support students in their transition to Irish HEIs, when he says, ‘government policy is driven, quite often, focusing on recruitment first, environment afterwards.’

This situation, he adds, needs to be addressed to ensure that all students enjoy a positive educational experience.

5.6.2.3 ‘Education in Ireland’

Insufficient resourcing was again a theme that emerged in relation to the work of ‘Education in Ireland’. While the development of the ‘Education in Ireland’ brand was described by AM2 as ‘very successful in some cases such as in China, India and the US,’ the recurring narrative of ‘resource constraint’ again emerged as an overriding theme in relation to ‘Education in Ireland’ activities. AM2 remarked that due to a lack of resources ‘they're limited in what they can do’. UM1 referring to the small number of staff working at ‘Education in Ireland’, decried the lack of investment in the national brand arguing that. ‘We’ve only one small unit within our ‘trade board’ that has a depleted staff, trying to promote our brand internationally. It's just not good enough.’

The positioning of ‘Education in Ireland’ within the structures of ‘Enterprise Ireland’, formerly known as the ‘trade board’, also drew derision from some of the interviewees. Commenting on the focus adopted by ‘Education in Ireland’, IM3 expressed the view that ‘their approach tends to be very hard business orientated’ claiming that ‘a more holistic approach’ was needed to support and promote Ireland’s HEIs overseas. This view was shared by UM1 who nonetheless saw the challenges for ‘Enterprise Ireland’ arguing that you ‘can’t apply the same methodology if you’re trying to launch a software product in Shanghai, then trying to set up an inter-institutional partnership or recruit Chinese students’. This opinion was also shared by IM4 who remarked, ‘I don't think ‘Enterprise

Ireland' understands really what we do and I just think that it needs to be totally restructured'.

In addition to criticisms levelled at positioning 'Education in Ireland' within the structures of 'Enterprise Ireland', concerns were also expressed about the perceived lack of investment in developing the 'Education in Ireland' brand. Referring to the relatively recent launch of the brand, IM2 claimed that 'Ireland's biggest challenge is gaining awareness overseas; we're already twenty or thirty years behind'. IM6 concurs with this view, claiming that 'we're a small country, nobody knows where we are' (Clarke *et al.*, 2018). In order therefore to overcome these challenges, IM2 argues that significant resources are required to raise awareness about Ireland claiming that 'regardless of how much effort we all make, individually or collectively, without funding the reality is you're not going to make a huge dent'.

5.6.2.4. Commercial imperative for HEIs

It may seem ironic that while many of those interviewed complained about the lack of Government investment in supporting 'Education in Ireland', the majority of those interviewed in both the universities and in the IoTs remarked that their main reporting requirement to senior management was about the amount of income generated through tuition fees. UMI reports that at her frequent meetings with senior management, 'the number one thing that I have to report on always would be the revenue stream'. Similarly, IM3 argues that often 'internationalisation is run like a business', and staff in the international office she claims, report being under constant pressure to show increased international student numbers and increased revenue from tuition fees.

UM5 makes a similar observation about how attitudes towards internationalisation have changed at his institution, also reporting a move towards an increasingly 'business-like model of internationalisation'. He claims that the recruitment of fee paying international students is prioritised over everything else, which in recent years is having a major impact on the availability of student exchange places, as managers are increasingly reluctant to offer places to non-fee paying students (Khoo, 2011). He also argues that at his university the focus is on generating income through tuition fees rather than on enhancing the learning

experience for the student: ‘It’s all about fee income. The real danger from an internationalisation perspective is that it is focused on fees rather than experience’.

5.6.2.5. Income generation

The focus on generating income from tuition fees has, according to some of the interviewees, brought advantages for a number of HEIs. One of the main benefits cited relates to the flexible way in which this income can be spent, allowing institutions greater financial flexibility in a time of ever reducing State funding. IM3 claims that this is the number one benefit he associates with internationalisation, commenting:

> If you're asking me to name one thing that the institution benefits from mostly; it benefits from the flexibility of revenue generated by recruiting international students.

According to IM3, revenue generated in this way is particularly important, as it offers the institute the possibility ‘to invest in or support areas that have nothing to do with internationalisation that otherwise it wouldn't have been able to do’. IM1 furthermore claims that one of the ‘main motivations that drives the desire for more students’ is that the revenue generated enables investment in capital development projects which would not otherwise have been possible in the current fiscal environment.

The luxury of being able to invest in capital development projects using funds generated from international student tuition fees is, however, not available to all institutions. In HEIs that have a greater financial need, the extra income generated from international student fees is often used in more immediate ways to service the day-to-day financial needs of institutions. AM1 claims that reduced State funding, in recent years, has meant that in some cases that such money ‘is going to provide essential services … so it’s plugging the gap in normal funding’. This was reported to be the situation in some of the institutions studied. IM4 for example claims that in the case of her institute, the revenue generated is used to support the day-to-day running costs of the institution. She reports that insufficient State funding means that:

> We have come to rely on international student fees for day-to-day funding because we're actually using it for very basic servicing of normal classes in the institution. That's where the money has had to go. So in that regard, there's no doubt that it pays for supports for every student across the institution.

5.6.2.6 Resourcing internationalisation

Despite the focus on revenue generation associated with internationalisation in all the HEIs studied, challenges regarding the resourcing of internationalisation initiatives were noted by many of the interviewees. Referring to the funding cuts in HE over the past decade, AM5 claims that some institutions may not be investing in internationalisation, as they 'just don't have the resources, they don't have the plans, they don't have the buy-in from management'. Echoing De Vita & Case (2003), AM1 makes the claim that 'there's a lot of lip service about giving internationalisation greater priority, but you don't necessarily see the resources going to match that'.

For internationalisation to succeed, there is unanimous agreement about the importance of consistent commitment from institutional leaders and senior management mirroring the findings from the IAU's Global Survey (2014) which reports that the President is the top ranked 'driver of internationalisation' (p.55) also in Warwick & Moogan (2013). This also reflects Cotae (2013) who believes that leadership is crucial to the success of internationalisation, as it is the 'primary factor responsible for allocating further resources or postponing further expansion' (p.343). This is corroborated by UM4 who claims that increased resourcing for internationalisation at her university came about due to the intervention of the university's President: 'The President led the change and without that, it just couldn't happen. It wouldn't happen, or if it did happen, it would happen really slowly'.

Similarly, UM3 reports that some years previously, at her university, the President carried out a review of how the International function was structured, before appointing a senior academic to lead internationalisation at the level of Vice-President. This, she claims, 'was a really strong signal that internationalisation is a priority area'.

While UM3 and UM4 felt that the support of their respective President was crucial to develop internationalisation, they also pointed out that their relationship with their institution's Finance office was especially important. UM4 explained that in order to recruit new staff, they 'had to convince Finance'. UM3 similarly reported that it was possible to take on new staff, remarking, however, that it was challenging as 'any growth has been funded by a business plan which requires additional revenue to be generated first'. This

openness to investing in internationalisation has, according to UM3, enabled the university to radically change how it engages with IoHE. She added that a significant investment in the recruitment of staff to run the international office, has led to an 'expansion from a staff of twelve in 2012 to a staff of thirty-one people' enabling the international office to engage in a whole new range of activities.

While support from the Presidents and senior managers in some HEIs has made a very strong impact on how internationalisation is resourced, the very opposite situation was reported in other HEIs, with low levels of support from management leading to an almost tangible despondency. IM5 reports that at her institute at management level there is, 'a lack of understanding of what internationalisation should be', which is further exacerbated by 'a lack of unity' amongst senior managers about how best to resolve the matter. She claims that this is primarily due to a 'lack of interest' on the part of senior managers and also due to 'a lack of appropriate structures' as the institution had not invested in either strategy or structures for internationalisation.

A lack of senior management support was also cited by UM1 as the major barrier to resourcing and developing internationalisation at her institution. Referring to the embargo on the recruitment of staff imposed under the government's Employment Control Framework, she professes that 'the biggest challenge for me is just plain and simple resourcing. We don't have enough staff to carry out the workload that we currently carry'. UM1 adds that her unit is under constant pressure as:

> Targets are being increased all of the time, and even though we can present a business case to the university management team, as to what we could deliver if we were given the resources, we still have the same constraints as the rest of the university in terms of recruiting new staff.

According to UM1, this situation has meant that 'staff are under enormous pressure and it's very difficult to look at new markets…We have the expertise, we know how to do it, but we just don't have the bandwidth'. Similar views about a shortage of staff in the institution's international offices were expressed by UM4, IM3, and IM4.

The reluctance by some HEIs to invest in developing their international activities is also making an impact on how internationalisation is, in some instances, increasingly negatively perceived by academic staff and researchers. This is particularly the case according to AM2

in institutions where the revenue generated from internationalisation ‘goes straight in the central pot’ meaning that there is no incentive for staff to get involved. She reports, however, that this situation can, and has been overcome if ‘a percentage of the revenue generated from international activities is allocated to staff research centres or other resources that will encourage engagement’.

5.6.2.7 Commercialisation of research

While the research function in all the institutions studied works independently of the International Office, research has become increasingly linked to internationalisation and has been identified by De Wit et al (2015) and Knight (2013), among others, as central to the internationalisation process.

This view is shared by IM7, who claims that:

> Internationalisation is a natural part of research and innovation. You can't exist in the world without it. It's a world without boundaries. It's a world that benchmarks itself against the global community.

Bleiklie and Kogan (2007) refer to the growth in commercially driven, for-profit research, which has the potential to change the very ethos of inquiry on which research was traditionally based. Many of the research centres in the institutions studied have strong connections to industry and equally the majority have many international partners. UM2 claims that the international dimension is particularly important to researchers in an Irish context, as due to the relatively small pool of researchers available, there can sometimes be a lack of expertise in certain specialist areas.

In order to overcome any gaps in expertise that a research group may have and also in the interest of forming a more diverse research team, UM1 claims that having a cohort of international partners makes research bids significantly more attractive to funding bodies. AM6 concurs, adding that there is a direct correlation between internationalisation and success in attracting funding. He also claims that strategic alliances with international partners make research projects more attractive for private investors, arguing that,

> the more internationalised a campus is, the more private research money that will come in, because private research wants to invest in international research teams as opposed to solely Irish ones.

Referring to the longer-term benefits that all students, but particularly international research students, can potentially bring to Ireland AM6, mentions the importance of developing and sustaining relationships with alumni. He states:

> We educate the future entrepreneurs and decision makers of their own country… when they return home if they are successful they may say, okay, I want a European base, I know Ireland, I understand Ireland, I respect Ireland, I choose Ireland.

5.6.2.8 The commercialisation of internationalisation and the local community

Many of the interviewees commented on the economic benefit that international students provide for the local community, echoing McFadden, Maahs-Fladung, & Mallett (2012), and Kusek (2015). Commenting on the spinoff effect of student spending, IM2 claims:

> With the multipliers, it's something like 1.5 or 2. So for every penny they spend in our organisation it is benefiting the locality two-fold. So I think there are lots of stakeholders.

The multiple stakeholders who benefit from international student spending were noted by UM1 who reports that, 'huge communities benefit economically from the influx of international students. So - taxi drivers, restaurants, people in their own homes when they accommodate exchange students. Everybody benefits. I think we all benefit, it lifts every part of the community'.

Similarly, the economic benefit that international students bring to the local economy is seen as hugely important to IM4 who reports that her institution encourages international students to stay in local accommodation: 'they stay with families locally, and they stay in apartments locally, they shop locally, they go to the movies locally, so everything is local for them. Overall they have integrated really, really well, so it's a win-win for everyone' she added, referring to the mutual benefit for the students and the community and how the students' presence contributes to enhancing public good in the local area.

5.6.3 Self-interest

In contrast with the win-win that comes from mutuality at a local level, it is interesting to note that, despite the government's support for clusters in HE (Harkin & Hazelkorn, 2014), there has been no recommendation from government for HEIs to work together in the area of internationalisation. However, as mentioned earlier, two cluster arrangements for sharing information related to international activities at a regional level have recently emerged (Cork and Limerick), both being established on a voluntary basis and arranged at a local level.

The interview findings revealed some interesting examples of ways in which institutions are, at times, motivated by self-interest in matters relating to internationalisation. For example, with regard to a proposed initiative to gather alumni data for a national database, AM6 claims that some institutions are not willing to share their alumni information. He believes that 'the stumbling block really is the belief by some institutions that alumni are their alumni and their details are not to be shared with anyone else.' According to AM6, this begs the broader question: 'who should our institutions be competing with or should they actually be competing with other countries?'

Another initiative highlighting self-interest on the part of certain HEIs was mentioned by IM1, who refers to attempts by some institutions to incentivise international student recruitment agents by making individualised arrangements to increase the amount of commission paid per student recruited. He reports that this is done in order to increase international student numbers and thereby increase revenue generated from tuition fees. Such short-term self-interest would, above all, appear to be blinkered by institutional concerns about debt. The longer-term impact, however, of engaging in such practices would seem to be unsustainable and potentially damaging for the HEIs involved. According to IM1, offering above average levels of commission to agents will only serve to 'damage the reputation of the institution in the long-run. We'll cheapen our product, we'll be perceived as cheaper'.

In a similar vein, IM3 refers to the practice of institutions using so-called 'international student scholarships' as a way of recruiting students using discounted tuition fees.

According to IM1, this practice has led to ‘a situation where institutions are undercutting and outbidding’ each other in a race to recruit increased numbers of international students.

Referring to the practice of offering scholarships, UM5 suggests that Ireland needs to examine other approaches. He argues that ‘education is a sector, it’s not an institution’ and that Irish HEIs, rather than acting out of short-term self-interest, would be better served if they cooperated to offer scholarships at a national level. This, he believes, would enable more scholarships to be offered to more students and the benefit he claims would only be positive for Ireland in the long-run. Similarly, IM1 calls for greater spirit of openness and cooperation in how HEIs manage arrangements such as scholarships. He suggests that there needs to be a greater: ‘transparency of fees, transparency particularly of scholarships, and transparency of agent's fees’ in order to build an atmosphere of trust and enhanced collegiality amongst colleagues nationally.

5.6.4 Status-building

According to the IAU, the importance that many HEIs nowadays attach to status is having a deleterious effect on the very foundations on which higher education is predicated. Findings in the IAU’s 3rd global survey, ‘Global Trends, Regional Perspectives’ indicate that establishing an international profile or global standing is becoming more important than reaching international standards of excellence (2010). This trend towards status-building was described in the interviews in relation to two key areas relating to internationalisation: global rankings and engagement in research.

With regard to global rankings, the university staff interviewed all mentioned the importance of rankings to their respective institutions. The correlation between internationalisation and rankings was mentioned by UM3 who claimed that paying attention to global rankings is ‘an imperative’ for the institution: ‘otherwise our reputation is impacted. UM4 similarly refers to the significance of the close relationship between internationalisation and rankings, arguing that, ‘there is no choice: from a rankings perspective, internationalisation is essential’.

According to UM1, interest in the rankings comes particularly from the President, claiming; ‘I think Presidents are obsessed with rankings’, referring to their interest in the status and position of their institution. Meanwhile, UM5 reported that, at his university, senior

management as a whole are especially interested in the global rankings. With regard to internationalisation, he claims they pay special attention to figures related to 'the number of international students, international staff and international collaborations'.

Expressing a somewhat sceptical view of rankings, UM1 claims that she 'doesn't lose sleep' over them, as she believes most international students aren't overly interested, except perhaps Chinese students. She does, however, acknowledge that rankings associated with academic disciplines may, in fact, be of more value to perspective students than the overall institutional ranking as they examine subject areas in detail. Nonetheless, despite the rhetoric, Knight conveys a certain scepticism towards what she describes as the 'hollowness' of rankings (2016, p.330), UM1 is also of the opinion that rankings continue to play an important part in the promotion of universities, claiming that they have 'a certain amount of power… I think you ignore them at your peril', echoing Winston (2000), Hazlekorn (2011), and Kehm (2016).

Along with rankings, research was also identified as a value related to status-building. The importance to academic staff and researchers of joint and peer reviewed publications was mentioned by AM2 as important in relation to the staff and institutional profiling and how that impacts on world rankings. Meanwhile, UM2 also mentioned the importance of international collaborators and international publishing as two of the most important benchmarks in terms of rankings.

5.7. Summary

This chapter presented a discussion of the findings from the websites and the semi-structured interviews, looking in turn at the series of nine values from Knight (2011) The first five were identified as values of 'traditional importance' - cooperation, partnership and exchange; the next four were considered values of 'emerging importance' – competition, commercialisation, self-interest and status building.

The findings from the websites were found to provide an interesting surface view of the values underpinning IoHE in Ireland in what might be considered a tip of the iceberg (Selfridge & Sokolik, 1975) glimpse of good news stories that highlight diverse activities

and events that reflect in the 'values of traditional importance'. Whilst this picture was strongly painted, values of 'emerging importance' associated with competition and commercialisation could also be seen emerging through these stories in, for example, the use of the language of marketing and promotion, and the references to rankings.

The findings from the interviews go beyond the tip of the iceberg to provide insight into what lies beneath, as revealed by the perspectives and experiences of the interviewees. The participants voiced a commitment to the traditional values and espoused an expansive and inclusive understanding of IoHE. Their experiences of the shifts that have taken place in the past 15 years, and in particular since the financial crisis of 2008, mean that they share Knight's (2011) view that, over the last decade, values related to IoHE have changed from values characterised by cooperation to those based increasingly on commercialisation. Faced with huge pressures to see and engage with internationalisation increasingly as an income-generating option, there was a regretful agreement that IoHE is facing a 'value-fork' (Barnett, 2000, p.27) and is in danger of losing its way. The hope that glimmered was in the potential of the Presidents to become champions for an internationalisation project that could both address the socio-economic realities of the current HE landscape and stay true to the original values of partnership and exchange.

Chapter 6: Conclusion

Introduction

This chapter will present a brief summary of the chapters of the dissertation and will offer a concluding response to the research question. Upon giving an evaluation of the project and its limitations, a final reflection on the research process and on its outcomes will be presented and recommendations for further research will be made.

6.1. Summary of the chapters

Chapter 1 introduced the subject of the dissertation – the internationalisation of higher education (IoHE) in Ireland - with a focus on the issue of values underpinning and guiding it. The chapter highlighted this subject as a topic worthy of study, and articulated the aim of the research as being:

> to explore the values relating to the internationalisation of higher education in Ireland in light of Knight's (2011) claim that it has evolved from a process 'based on values of cooperation, partnership, exchange, mutual benefits, and capacity building to one that is increasingly characterised by competition, commercialisation, self-interest, and status building' (p. 1).

Chapter 2 presented a review of the literature on internationalisation outlining the changing role of the university and the development of IoHE, particularly over the past two decades, providing a commentary on the context in which unprecedented changes related to globalisation have led to what might be considered a crisis in values in IoHE. The tensions arising from this crisis are explored, with the pervading discourse of managerialism evoking a response from educationalists to reaffirm the necessity of core academic and humanist values to be placed at the heart of the internationalisation processes.

Chapter 3 brought the focus of the narrative to the case of Ireland, which is the educational context of this study. It delineated the development of the HE sector in Ireland, in particular from the 1950s, demonstrating how the forging of educational links with Europe was originally founded on the values of cooperation, partnership and exchange; comparing this with the situation of the current day when, following the economic crisis of 2008, and

the financial pressure subsequently bearing down on the education system, competing values of competition and commercialisation have been emerging.

Chapter 4 explained the methodological aspects of the research, defining it as a constructivist-interpretivist study. The research design is case study and in this instance an instrumental exploratory case study was carried out. The sampling for the research was purposive, and matters of validity and reliability were discussed from the stance of a qualitative methodology. The choice of methods – website analysis and semi-structured interviews – was justified and explored. The important ethical considerations were put forward, and triangulation was explained as an appropriate element of the research. An overview of the processes of data collection and analysis were presented. Tracy's 'Eight Big Tent Criteria' (2010, p. 837) was used as a framework for addressing issues of quality generally (see Appendix 13).

Chapter 5 presented a discussion of the findings from the websites and the semi-structured interviews. The findings provide strong evidence that, faced with huge pressures to conceptualise and engage with internationalisation as an income-generating option, Irish HEIs are becoming increasingly focused on commercialisation. There was a regretful agreement that IoHE is facing a 'value-fork' (Barnett, 2000, p.27); the hope that glimmered was in the potential for the Presidents to become champions for an internationalisation project that could both address the socio-economic realities of the current HE landscape, and stay true to the original values of partnership and exchange, in a 'feasible utopia' (Barnett, 2011, p.4).

6.2. Concluding response to the research question

In response to calls to re-examine the values that underpin internationalisation from: Brandenburg & De Wit (2011); International Association of Universities (2012); Knight (2013, 2015); and the European Parliament (2015); this study set out to address the question:

In what ways and to what extent does Knight's claim - that internationalisation is increasingly characterised by competition, commercialisation, self-interest and status

building, rather than the traditional values of cooperation, partnership, exchange, mutual benefits and capacity building - elucidate our understanding of internationalisation in the contemporary Irish higher education context?

The conclusions that have been reached provide a more informed understanding of IoHE in an Irish context. Following an analysis of the websites and interviewing managers, this study clarifies that the articulation of values characterised by commercialisation is strongly emerging in the case of Ireland. The acknowledgement of the increasing financial imperative is recognised by one interviewee who said 'it's all about fee income', and underlined by another who said 'It's 500% about income generation', clearly revealing that the extent of the financial burden being faced by institutions is having a particular impact on the international offices.

The increasing commercial focus is similarly made evident by the study. The practice of paying inordinately high levels of commission to student recruitment agents was seen as a clear example of competition and an indication that 'internationalisation is losing its way' (Knight, 2011, p.1). While representations of rankings on institutions' websites are qualified by Hazlekorn (2011) as clear examples of status building, who claims that rankings have become an important tool 'to determine the status of individual institutions' (p.4).

Although a sense of competition between institutions was evident through references to the rankings on the websites, remarks highlighting competitive tensions between institutions were also made clear by the interviewees with one reporting, 'on one level, we appear collegial, and we work together and we all fly the flag when we're abroad. But we are competing against each other'.

Whilst it is true that the shift in values mentioned by Knight is seen to be increasingly characterising IoHE in Ireland, this is happening within a global context. The growing impact of globalisation along with the change in the way HE is funded as represented in the 'triple helix' (Etzkowitz, 1993) marked a sea change in the way HE functions worldwide. Furthermore, the implementation of the GATS agreement in 1994, designating HE as 'a commodity to be traded' (Altbach & Knight, 2007, p.291), set the scene for an increasingly marketised HE environment (Williams 1995).

With a growing focus on marketisation, Slaughter & Leslie (1997) argue that there has been increasing pressure on policy makers to 'change the way in which HE does business' (p.31). This is a view which comes through in the study and one that manifested a particular resonance in the wake of the 2008 global financial crisis, with one interviewee reporting that increasingly 'internationalisation is run like a business', whereby staff in international offices are under constant pressure to demonstrate evidence of increased revenue generated.

This ongoing pressure has brought IoHE in Ireland to a crossroads, recalling Barnett's 'value-fork' (2000, p.27). The IAU (2014) is clear that commercialisation is the biggest risk for IoHE. Notable commentators, concerned with the emerging trend, questioned if we are in fact witnessing 'the end of internationalisation' (Brandenburg and De Wit, 2011, p.15) or if rather 'internationalisation is losing its way' (*ibid.*).

This study shows that Ireland may well be in danger of losing its way. Clarke *et al* (2018), report that 'funding incentives' from international activities represent the main rationale for engagement for some Irish universities (p.22) a fact also borne out in this study. However, the findings from this research also indicate that managers in IoHE hold traditional values dear, many mentioning a strong desire to work collaboratively across sectors to promote Ireland for the greater good.

That said, in order to move internationalisation forward in a way that honours the traditional values, significant challenges lie ahead. Adding to the already well-established 'triple helix' model of university-industry-government (Etkowitz, 1993), Carayannis & Campbell's quadruple and quintuple helix models (2009, 2010) offer interesting possibilities for Ireland by including voices from civil society and the environment in the search for sustainable solutions around IoHE. The placing of IoHE within the quadruple and quintuple helix frameworks means that it needs to increasingly develop connectivity, and root itself firmly in values of inclusivity and sustainability, summed up by one interviewee who recognises that 'we've got to join the dots to build a more sustainable future'.

At this juncture in Irish HE, as the shape and direction of the new technological university sector is being envisioned, Barnett's notion of 'feasible utopias' (2011, 2018) as part of the 'ecological university' also offers timely and exciting prospects for moving forward in the

area of internationalisation. Conscious of the fact that HEIs have become increasingly focused on day-to-day and local matters rather than on pressing world issues, Barnett argues that we need to think about universities in a more imaginative but realistic way. Echoing Carayannis & Campbell's 'quadruple helix' (2009), he asserts that the vision for future universities should embody 'hopes and critique towards a more sustainable future built around interconnectedness', engaging with society to create a better world (p.454). Also, in line with the 'quintuple helix' concept, the university of the future would be a force where 'collective imagining' would be employed in order to tackle the major challenges facing society such as climate change, poverty and resource depletion (p.4). This need for greater connectivity is shared by the International Association of Universities in its globally endorsed policy statement '*Affirming academic values in internationalization of higher education: A call for action*' (2012) and was also reflected by an interviewee who asserted that 'we need to bring everyone into this conversation'.

Acutely aware that addressing pressing global issues is beyond the capacity of a single country, let alone a single HEI to resolve, Knight's most recent thoughts on tackling the major challenges facing society through 'knowledge diplomacy' (2018) also offer an exciting vision for Ireland through its well established links in the area of HE throughout the world. The 'knowledge diplomacy' model could also be applied within an Irish HE context where the firm desire to collaborate to promote Ireland, expressed by many of those interviewed, offers an opportunity to devise a cross-sectoral and national approach to internationalisation, whereby HEIs would cooperate while also competing with each other. Knowledge diplomacy presents a novel and 'feasible' way to examine possibilities to merge these two sets of values for Ireland's greater good in a true spirit of cooperation and partnership.

The future for IoHE in Ireland is one full of potential. It would, however, be naïve to suggest that there are silver bullets for change. In a domestic HE landscape faced with increasing uncertainties about funding and the development of the technological university sector, and a global environment where concerns about the impact of Brexit and matters related to migration and terrorism have resulted in countries increasingly tightening their border controls, there are many and considerable challenges ahead.

Meeting these challenges will require imagination and creativity. The study, however, shows that Ireland is well positioned, not just to rise to the challenges, but to take a lead in establishing a new and more cooperative approach to internationalisation which will benefit students, staff, institutions and Ireland's greater good. Ireland's current IoHE strategy, while still broadly commercially focused, has nonetheless moved towards a more expansive view of the cooperative and competitive aspects of IoHE when compared to the previous one. In December 2017, a commitment to the principles of cooperation and exchange was reaffirmed by government in a pledge to double the number of Irish students studying abroad as part of their studies by 2026. Meanwhile, from a commercial perspective, Ireland continues to perform well in international student satisfaction surveys (StudyPortals, 2015, 2016) there is upward growth in the number of international students choosing Ireland with projections for this trend to continue.

The study clearly shows that the managers interviewed still hold dear the values of cooperation, partnership and exchange in all the institutions studied. By working together in a spirit of 'collective imagining' across the HE sectors, Hunt's suggestion that Ireland has the potential to become 'a leading centre of international education' (2011, p.82) appears to be a vision well within Ireland's grasp. This study offers timely suggestions for a way forward to realise this ambition by adopting a new paradigm for IoHE, reaffirming traditional values while all the time conscious of the growing commercialisation of internationalisation. Through increased connectivity both in Ireland and abroad, chartering a new way forward for a more cooperative form of internationalisation appears to represent an exciting and yet very 'feasible utopia' for the future of internationalisation in Irish higher education.

6.3. Evaluation of effort including limitations

In light of the paucity of published work in the area of IoHE in an Irish context, the findings from this research enquiry provide a valuable contribution to the discourse based on a study of the websites and interviews with managers in universities and institutes of technology of different size and tradition, located throughout Ireland. The inclusion of interviews with managers from the national agencies and representative bodies which have

responsibility for IoHE provides a voice of internationalisation in a national context which brings a broader overview to the study. The study's findings make recommendations to enhance how HEIs and government reflect on, support and advance matters related to internationalisation.

A limitation of the study is that it is based on the voice of managers working in the area and does not take account of the perspectives of other stakeholders in the area of IoHE. A further limitation is that the study relates only to public sector institutions.

6.4. Reflection and reflexivity

Having taken a qualitative stance for this research, it was essential to take seriously matters related to reflection and reflexivity. Keeping a journal to capture first impressions after the interviews helped me to maintain clear records, and the notes I kept were particularly useful for interview checks.

Feedback from the pilot interviews on my interview techniques was particularly useful, and whilst it was uncomfortable to hear feedback such as that I tended to move from one question to the next too quickly, these were comments that led me to listen more deeply and pause more frequently to create space for the interviewee to develop responses. Also discussions with a critical colleague (Yin, 2009) brought me to recognise biases I had which may have impacted on the study enabling me to develop a greater sense of awareness.

The research process has broadened my perspectives in general and in particular in relation to internationalisation. I can see beyond the perspective of lecturer/manager to have become more open to other viewpoints and am less inclined to make judgments so easily. Overall, the research process has broadened my sense of my own humanity bringing me to an affirmed commitment to the values of cooperation, partnership and exchange and a real belief that the sum of the parts is greater than the whole.

6.5. Recommendations for further research

While Ireland has a long tradition of welcoming international scholars, research in the area of IoHE in an Irish context is a very recent phenomenon with the first seminal work in the area, *The Internationalisation of Irish Higher Education,* (Clarke *et al*, 2018) published this year. Given the limited amount of published work in the field relating to Ireland, there is considerable potential for further research in the area.

Due to the scope of the study, it was only possible to explore the question of values with regard to IoHE from the perspective of managers in an Irish HE context; however, from my extensive reading of the literature and following much reflection, I have identified other areas for further research in the area which I deem worthy of pursuit. These include a study of attitudes and emergent values of key stakeholders in the area of internationalisation including, academic staff, HEI finance managers and international office marketing staff.

Other possible areas for further work could focus on the impact of IoHE on Irish society and also on the economy. A comparative study of IoHE in Ireland and New Zealand would also be of useful potential given the countries similar size and similar education systems; this was mentioned by several interviewees. Finally, capturing the student voice with regard to IoHE would also be a valuable area for further research, in order to gain an insight into the perspectives of both Irish and international students in order to explore themes such as the benefits of an international experience, the extent to which students expectations are being met and the question of student integration.

6.6. Recommendations for practice and future strategy

The findings of this study point towards the following initiatives which, if implemented, would help to affirm the values of cooperation, partnership and exchange as central to IoHE in an Irish context, while remaining conscious of the commercial realities associated with internationalisation:

- Organisation of an annual national forum to discuss issues relating to the cooperative and funding aspects of IoHE with the involvement of all stakeholders

- Implementation of a ‘Sustainable internationalisation label’ for HEIs with annual awards from the DoES.
- Recognition of activities related to IoHE for the purposes of promotion in HEIs
- DoES in collaboration with HEIs and Enterprise Ireland to examine ways for HEIs to work together collaboratively to promote Ireland abroad.
- Development of capacity building initiatives involving partnership between Irish universities and IoTs to work collaboratively with international partners.

References

Adams, T., Leventhal, M., & Connelly, S. (2012). "International student recruitment in Australia and the United States." *The SAGE handbook of international higher education*: 399-416.

Alexiadou, N. (2007). "The Europeanisation of Education Policy: researching changing governance and 'new 'modes of coordination." *Research in Comparative and International Education* 2(2): 102-116.

Aliaga, M. & B. Gunderson (1999). *Interactive Statistics*. Prentice Hall.

Allen, M. & L. Ogilvie (2004). "Internationalization of higher education: potentials and pitfalls for nursing education." *International Nursing Review* 51(2): 73-80.

Altbach, P. (2015). "Higher education and the WTO: Globalization run amok." *International Higher Education 23:* 2-4.

Altbach, P. (2016). *Global perspectives on higher education.* JHU Press.

Altbach, P., & Knight, J. (2007). "The Internationalization of Higher Education: Motivations and Realities". *Journal of Studies in International Education, 11* (3-4): 290-305.

Altbach, P. & Teichler, U. (2001). "Internationalization and exchanges in a globalized university." Journal of Studies in International Education 5(1): 5-25.

Andrade, M. (2006). "International students in English-speaking universities: Adjustment factors." *Journal of Research in International education* 5(2): 131-154.

Argyris, C. & Schön, D. (1974). *Theory in practice: Increasing professional effectiveness*. Jossey-Bass.

Arkoudis, S. &. Tran L., (2010). "Writing blah, blah, blah: Lecturers' approaches and challenges in supporting international students." *International Journal of Teaching and Learning in Higher Education* 22(2): 169-178.

Ball, S. (2012). Politics and policy making in education: Explorations in sociology, Routledge.

Barnett, R. (1990). *The idea of higher education*. McGraw-Hill Education (UK).

Barnett, R. (2000). *Realizing the university*. McGraw-Hill Education (UK).

Barnett, R. (2011). "The coming of the ecological university." *Oxford Review of Education* 37(4): 439-455.

Barnett, R. (2013). "Imagining the university." *International Higher Education* (71): 6-8.

Barnett, R. (2018). *The Ecological University: A Feasible Utopia*. Routledge.

Barriball, L. & While, A. (1994). "Collecting Data using a semi-structured interview: a discussion paper." *Journal of advanced nursing* 19(2): 328-335.

Barry, F. (2005). "Future Irish growth: Opportunities, catalysts, constraints." *ESRI Quarterly Economic Commentary*, Retrieved from: https://www.esri.ie/pubs/QEC2005Win_SA_Barry.pdf, 15th July 2017

Barry, F. (2007). "Third-level education, foreign direct investment and economic boom in Ireland." *International Journal of Technology Management* 38(3): 198-219.

Basaran, T. & Olsson, C. (2018). "Becoming International: On Symbolic Capital, Conversion and Privilege." *Millennium* 46(2): 96-118.

Baum, S. & McPherson, M., (2011). "Is education a public good or a private good." *The Chronicle of Higher Education*.

Baxter, P. & Jack, S., (2008). "Qualitative case study methodology: Study design and implementation for novice researchers." *The qualitative report* 13(4): 544-559.

Bazeley, P. (2013). *Qualitative data analysis: Practical strategies*. Sage.

Becker, H. (1970). *Sociological work*. Transaction publishers.

Beer, J. (2016). *We need a new type of internationalisation in education*. Times Higher Educational.

Bekhradnia, B. (2015). *Funding Higher Education in Ireland—Lessons from International Experience*. Dublin: Department of Education and Skills, retrieved from https://www.education.ie/en/The-Education-System/Higher-Education/Higher-Education-Review-of-International-Funding-Models.pdf 10th April 2018

Bergin, M., (2011) NVivo 8 and consistency in data analysis: reflecting on the use of a qualitative data analysis program, *Nurse Researcher*, 18 (3): 6-12.

Bleiklie, I. & Kogan, M. (2007). "Organization and governance of universities." Higher education policy 20(4): 477-493.

Blight, D., Davis, D., Olsen, A. (1999). "The internationalisation of higher education." *Higher education through open and distance learning*: 15-31.

Bohm, A., Davis, D., Meares, D. & Pearce, D. (2002). *Global student mobility 2025: Forecasts of the global demand for international higher education*. IDP Education Australia.

Bok, D. (2009). *Universities in the marketplace: The commercialization of higher education*. Princeton University Press.

Bothwell, E. (2017). *Universities told to aim for 'inclusive' internationalisation*. Times Higher Education. 13th September 2017.

Bothwell, K. (2018). *Confucius Institute crackdown predicted as global inquiries mount*. Times Higher Education., 12th April 2018.

Boulton, G. & Lucas, C. (2011). "What are universities for?" *Chinese Science Bulletin* 56(23): 2506-2517.

Brandenburg, U. & De Wit, H. (2011). "The end of internationalization." *International Higher Education* (62): 15-17.

Brannick, T. & Coghlan, D. (2007). "In Defense of Being "Native": The Case for Insider Academic Research". Organizational Research Methods, 10:1, 59-74.

Breatnach, R.., Alton, B., Larkin, D., & Lynch, P. (1968). "Higher Education in Ireland: Comments on the Report of the Commission on Higher Education 1960-67." *The Irish Journal of Education/Iris Eireannach an Oideachais*: pp.3-31.

British Council, (2015). Education Intelligence feature - The shape of international education to 2025.

Brown, P., Lauder, H., & Ashton, D. (2010). *The global auction: The broken promises of education, jobs, and incomes*. Oxford University Press.

Browne, J. (2014). *Change one thing: The future of academic freedom and university autonomy – and why it matters*. Irish Times, 1st April 2014.

Bryman, A. (2016). *Social research methods*. Oxford University Press.

Burgess, R. (2002). *In the field: An introduction to field research.* Routledge.

Byrne, D. (1998). *Complexity theory and the social sciences: an introduction*. Psychology Press.

Callan, H. (2000). "Higher education internationalization strategies: Of marginal significance or all-pervasive? The international vision in practice: A decade of evolution." *Higher Education in Europe* 25(1): 15-23.

Carayannis, E. & Campbell, D. (2012). Mode 3 knowledge production in quadruple helix innovation systems. Mode 3 Knowledge Production in Quadruple Helix Innovation Systems, Springer: 1-63.

Cassells, P. (2016). Investing in National Ambition: A Strategy for Funding Higher Education: Report of the Expert Group on Future Funding for Higher Education.

Castro, P., Wooden, J., Lundgren, U. & Byram, M. (2016). "Student mobility and internationalisation in higher education: perspectives from practitioners." *Language and Intercultural Communication* 16(3): 418-436.

Chao, C.-n., Hegarty, N., Angelidis, J. & Lu, V. (2017). "Chinese Students' Motivations for Studying in the United States." *Journal of International Students* 7(2): 257-269.

Christ, O., Schmid, K., Lolliot, S., Swart, H., Stolle, D., Tausch, N., Al Ramiah, A., Wagner, U., Vertovec, S., & Hewstone, M. (2014). "Contextual effect of positive intergroup contact on outgroup prejudice." Proceedings of the National Academy of Sciences: 201320901.

Clancy, P. (2015). *Irish higher education: a comparative perspective*. Institute of Public Administration.

Clark, B. (1998). Creating Entrepreneurial Universities: Organizational Pathways of Transformation. Issues in Higher Education, ERIC.

Clark, N. (2012). "Understanding Transnational Education, Its Growth and Implications." Retrieved 4th July 2017, from http://wenr.wes.org/2012/08/wenr-august-2012-understanding-transnational-education-its-growth-and-implications.

Clarke, M., Hui Yang, L., Harmon, D. (2018). The internationalisation of Irish higher education, Higher Education Authority, Dublin.

Clarke, M., Kenny, A. & Loxley, A. (2015). Creating a supportive working environment for academics in higher education: country report Ireland, The Teachers' Union of Ireland and The Irish Federation of University Teachers.

Clifford, V. & Montgomery, C. (2015). "Transformative learning through internationalization of the curriculum in higher education." *Journal of Transformative Education* 13(1): 46-64.

Coate, K. & I. Mac Labhrainn (2009). "Irish higher education and the knowledge economy." *International perspectives on the Governance of higher education*: 198-216.

Cohen, A. Yemini, M., & Sadeh, E. (2014). "Web-based analysis of internationalization in Israeli teaching colleges." *Journal of Studies in International Education* 18(1): 23-44.

Cohen, L., Manion, L., & Morrison, K. (2018). *Research methods in education*, 8th edition. Routledge.

Coley, M. (1999). "The English language entry requirements of Australian Universities for students of non-English speaking background." *Higher Education Research & Development* 18(1): 7-17.

Collini, S. (2012). *What are universities for*? Penguin UK.

Conlon, G., Ladher, R. & Halterbeck, M. (2017). *The determinants of international demand for UK higher education*. Higher Education Policy Institute.

Coolahan, J. (1981). *Irish education: Its history and structure*. Institute of public administration.

Cooper, J. (2017). *How international students use social media to choose a UK university*. Times Higher Education, 19th May 2017.

Council of Europe, (2002). "Code of Good Practice in the Provision of Transnational Education." Retrieved 7th July 2017, from https://www.coe.int/t/dg4/highereducation/recognition/Code%20of%20good%20practice_EN.asp

Cotae, F. (2013). Internationalization and leadership, *International Journal of Information and Education Technology*, 3(3): 343-347.

Courtois, A. (2018). The Significance of International Student Mobility in Students' Strategies at Third Level in Ireland. Discussion Paper No.1, National University of Ireland.

Creswell, J. (2007). *Qualitative inquiry and research design: Choosing among five approaches.* Sage publications.

Crotty, M. (1998). *The foundations of social research: Meaning and perspective in the research process.* Sage.

Custer, S. (2012). "IAU warns against pitfalls of internationalisation ". Retrieved 10th May, 2018, from https://thepienews.com/news/iau-calls-for-better-practice-in-international-affairs/.

Daly, M. (1981). *Social and economic history of Ireland since 1800*. Educational Co of Ireland.

Daviet, B. (2016). "Revisiting the Principle of Education as a Public Good.", UNESCO, Education research and foresight working papers, July 2016.

Dawson, J. & Conti-Bekkers, G. (2002). Supporting international students' transition to university. Teaching and Learning Forum, Curtain University of Technology, Australia. Retrieved 12th May 2018 from https://clt.curtin.edu.au/events/conferences/tlf/tlf2002/refereed/dawson.pdf

De Rudder, H. (2000). "On the Europeanization of higher education." *International Higher Education* (19): 4-6.

De Wit, H. (1996). "European Internationalization Programs." *International Higher Education* (4).

De Wit, H., Deca, L., & Hunter, F. (2015). Internationalization of higher education — what can research add to the policy debate? [Overview paper]. The European higher education area, Springer: 3-12.

De Wit, H., Gacel-Ávila, J., Jones, E. & Jooste, N. (2017). The Globalization of Internationalization: Emerging Voices and Perspectives. Routledge, Taylor & Francis.

De Wit, H. & Hanson, K. (2016). Academic Freedom Under Threat Everywhere. Inside Higher Ed. Retrieved 18th April 2018 from https://www.insidehighered.com/blogs/world-view/academic-freedom-under-threat-everywhere

De Wit, H. & Hunter, F. (2015). "Understanding internationalisation of higher education in the European context." Internationalisation of Higher Education, Brussels: European Union: 41-58.

Dearing, R. (1997). "The Dearing Report." The National Committee of Enquiry into Higher Education.

Deem, R. (1998). "'New managerialism and higher education: The management of performances and cultures in universities in the United Kingdom." *International Studies in Sociology of Education* 8(1): 47-70.

Deem, R. (2001). "Globalisation, New Managerialism, Academic Capitalism and Entrepreneurialism in Universities: is the local dimension still important?" *Comparative education* 37(1): 7-20.

Delanty, G. (2001). "Challenging Knowledge." The University in the Knowledge Society, Open University Press.

Dennis, M. (2018). *A new age in international student mobility*. University World News, 8th June 2018, retrieved 15th June 2018 from http://www.universityworldnews.com/article.php?story=20180605103256399

Dennison, G. (2003). "Privatization: An unheralded trend in public higher education." *Innovative Higher Education* 28(1): 7-20.

Denzin, N. (1978). *The research act: A theoretical introduction to sociological methods*. Transaction publishers.

Denzin, N. & Lincoln, Y. (2003). *Strategies of qualitative inquiry*. Sage Publications.

Denzin, N. & Lincoln, Y. (2005). *The Sage handbook of qualitative research*. Thousand Oaks, CA: Sage Publication.

Denzin, N. & Lincoln, Y. (2008). *Strategies of qualitative inquiry.* Sage.

Department of Education and Science, Government of Ireland. (2001). Key Education Statistics 1989/1990-1999/2000.

Department of Education and Science, Government of Ireland. (2004), Internationalisation of Irish Educational Services. Report of Interdepartmental Working Group. Dublin.

Department of Education and Science, Government of Ireland. (2006). Institutes of Technology Act

Department of Education and Skills, Government of Ireland. (2010). Investing in Global Relationships: Ireland's International Education Strategy 2010-15.

Department of Education and Skills, Government of Ireland. (2011). National strategy for higher education to 2030, Retrieved 12th October 2017 from http://hea.ie/assets/uploads/2017/06/National-Strategy-for-Higher-Education-2030.pdf

Department of Education and Skills, Government of Ireland. (2016). "Irish Educated Globally Connected: An International Education Strategy for Ireland, 2016-2020."

Department of Education and Skills, Government of Ireland. (2017). *Languages Connect: Ireland's strategy for foreign languages in education 2017-2026*.

Dessoff, A. (2012). "Asia's burgeoning higher education hubs." *International Educator* 21(4): 6-26.

Douglass, J., King, C. & Feller, I. (2009). "The room with a view: Globalization, universities and the imperative of a broader US perspective." Globalization's muse: Universities and higher education systems in a changing world: 1-11.

Drever, E. (2006). *Using Semi-Structured Interviews in Small-Scale Research. A Teacher's Guide.* SCRE Publications, University of Glasgow.

Drucker, P. (1969). The Age of Discontinuity: Guidelines to our changing society. New York, Harper & Row.

Drucker, P. (1994). *Post-Capitalist Society*. Routledge.

Duff, T., Hegarty, J. & Hussey, M. (2000). *The story of the Dublin Institute of Technology*. Dublin Institute of Technology, Blackhall Publishing, Dublin.

Durkheim, E. & Coser, L. (1984). *The division of labour in society, Contemporary social theory theoretical traditions in the social sciences*. Basingstoke, Hampshire: Macmillan.

Egron-Polak, E. (2012). "Higher education internationalization: Seeking a new balance of values." Trends & Insights for International Education Leaders, NAFSA, Association of International Educators: 1-2.

Egron-Polak, E. & Hudson, R. (2014). "Internationalization of higher education: Growing expectations, fundamental values." International Association of Universities 4th Global Survey, IAU, Paris.

Egron-Polak, E. & Marmolejo, F. (2017). *Higher Education Internationalization; Adjusting to new landscapes. The Globalization of Internationalization*. Routledge.

Engel, C. (2010). "The impact of Erasmus mobility on the professional career: Empirical results of international studies on temporary student and teaching staff mobility." Belgeo. Belgian journal of geography (4): 351-363.

Etzkowitz, H. (1993). "Enterprises from science: The origins of science-based regional economic development." *Minerva* 31(3): 326-360.

Etzkowitz, H. & Leydesdorff, L. (1995). "The Triple Helix--University-industry-government relations: A laboratory for knowledge based economic development." EASST Review, 14(1)

Eurobarometer, S. (2006). "Europeans and their Languages." European Commission.

European Commission. (2006). The history of European cooperation in education and training Europe in the making — an example, Office for Official Publication of the European Communities.

European Commission. (2008). "THE IMPACT OF TEMPUS III: The impact of the Tempus Programme on higher education development in the Tempus Partner Countries."

European Commission. (2009). The world in 2025. Rising Asia and socio-ecological transition. European Communities, Luxembourg.

European Commission. (2011). "Capacity building." Retrieved 11th June 2018 from https://webgate.ec.europa.eu/fpfis/mwikis/aidco/index.php?title=Special:Pdfprint&page=9EDF:_Capacity_building.

European Commission. (2017). 'From Erasmus to Erasmus+ a story of 30 years', retrieved 19th June 2018 from http://eurireland.ie/assets/uploads/2017/05/30-Years-of-Erasmus.pdf

European Commission. (2017). Erasmus+ Statistics 2015, retrieved 7th April 2018 from http://ec.europa.eu/programmes/erasmus-plus/about/statistics_en

European Parliament. (2015). “Internationalisation of Higher Education”, Retrieved 14th August 2017, http://www.europarl.europa.eu/RegData/etudes/STUD/2015/540370/IPOL_STU(2015)540370_EN.pdf

European University Association. (2011). *Impact of the economic crisis on European universities*. Retrieved 10th August 2017 from https://www.eua.eu/component/attachments/attachments.html?id=821.

Fenske, R. (1980). "Setting Institutional Goals and Objectives," Improving Academic Management: A Handbook Of Planning and Institutional Research: Editor, P. Jedamus, M. W. Peterson, and Associates: 177-199, San Francisco, Jossey-Bass.

Ferguson, J. (1985). "Values in higher education." *Higher Education Quarterly* 40(1): 63-72.

Finn, M. & Darmody, M. (2017). "What predicts international higher education students' satisfaction with their study in Ireland?" *Journal of Further and Higher Education* 41(4): 545-555.

FitzGerald, G. (1965). "Investment in education." *Studies: An Irish Quarterly Review* 54(216): 361-374.

Fitzgerald, M. (2001). *Protectionism to Liberalisation: Ireland and the EEC, 1957 to 1966: Ireland and the EEC, 1957 to 1966*. Routledge.

Flyvbjerg, B. (2006). "Five Misunderstandings About Case-Study Research," *Qualitative Inquiry,* 12 (2): 219-245.

Forestier, K. & Sharma. Y. (2013). *Higher education hubs – Why do we want them?* University World News. Retrieved 25th February 2018 from http://www.universityworldnews.com/article.php?story=20130307173256655

Forfás. (2009). Research and Development Statistics in Ireland, 2009 – at a Glance.

Foskett, N. (2010). *Markets, government, funding and the marketisation of UK higher education. The marketisation of higher education and the student as consumer*. Routledge.

Fox, C. (2002). "The massification of higher education" in Hayes & Wynyard, *The McDonaldization of higher education,* Praeger Publishers Inc: 129-142.

Frankfort-Nachmias, C. & Nachmias, D. (1992). *Research methods in the social sciences.* Edward Arnold.

Fukuyama, F. (1989). *The end of history?* The National Interest, No. 16: 3-18

Furedi, F. (2010). *Introduction to the marketisation of higher education and the student as consumer. The marketisation of higher education and the student as consumer*. Routledge.

Gacel-Ávila, J. (2005). "The internationalisation of higher education: A paradigm for global citizenry." *Journal of Studies in International Education* 9(2): 121-136.

Gadner, J., Buber, R. & Richards, L. (2003). *Organising knowledge: methods and case studies*. Palgrave Macmillan.

Garson, K. (2016). "Reframing internationalization." *The Canadian Journal of Higher Education* 46(2): 19.

Gibb, A. & P. Hannon. (2006). "Towards the entrepreneurial university." *International Journal of Entrepreneurship Education* 4(1): 73-110.

Gibbs, G., (2002). Qualitative Data Analysis: Explorations with NVivo, Open University Press.

Gibney, E. (2013). *A different world*. The Times Higher Education Supplement, 31st January 2013

Giddens, A. (1990). "The consequences of modernity", Stanford University Press.

Goddard, B. (2012). *Making a difference: Australian international education*. UNSW Press.

Gruber, T. (1993). "A Translation Approach to Portable Ontology Specifications." *Knowledge Acquisition* 5(2): 199-220.

Gustafsson, J. (2017). Single case studies vs. multiple case studies: A comparative study. Halmstad University, retrieved 2nd October 2017 from http://www.diva-portal.org/smash/get/diva2:1064378/FULLTEXT01.pdf

Haigh, M. (2008). "Internationalisation, planetary citizenship and higher education inc." *Compare* 38(4): 427-440.

Hammersley, M. (1990). *Reading Ethnographic Research: A Critical Guide.* London and New York, Longman.

Harder, H. (2010). "Explanatory case study." Encyclopedia of case study research: 371-372, Sage.

Harkin, S. & Hazelkorn, E. (2014). "Restructuring Irish Higher Education through Collaboration and Merger. Dubin Institute of Technology." Centre for Social and Educational Research, retrieved 20th November 2017 from https://arrow.dit.ie/cgi/viewcontent.cgi?article=1028&context=cserbk

Harmon, D. & Foubert, O. (2010). Eurostudent Survey IV: Report on the Social and Living Conditions of Higher Education Students in Ireland: 2009/2010, Insight Statistical Consulting.

Harvey, D. (1999). Time-space compression and the postmodern condition, in Modernity: after modernity by Waters, 98-118, Routledge.

Hazelkorn, E. (2011). "World-Class Universities or World-Class Systems? Rankings and Higher Education Policy Choices" Dubin Institute of Technology." Centre for Social and Educational Research, retrieved 10th November 2017 from https://arrow.dit.ie/cgi/viewcontent.cgi?referer=https://www.google.ie/&httpsredir=1&article=1038&context=cseroth

Hazelkorn, E. & Moynihan, A. (2010). *Ireland: The challenges of building research in a binary higher education culture. The Research Mission of Higher Education Institutions outside the University Sector*. Springer.

Hazlekorn, E. (2018). *Lies, damned lies and university rankings*, .June 17th 2018, Irish Times.

Healy, J. (1890). *Insula sanctorum et doctorum*. Sealy, Bryers & Walker.

Hebel, S. (2014). "From public good to private good: How higher education got to a tipping point." *The Chronicle of Higher Education* 60: 25-29.

Held, D. (1999). *Global transformations: Politics, economics and culture*. Stanford University Press.

Helms, R. (2015). *Internationalizing the tenure code: Policies to promote a globally focused faculty*. Washington, DC: American Council on Education.

Hennink, M., Hutter, I., & Bailey, A. (2011). *Qualitative research methods.* London, SAGE Publications Ltd.

Hensley, B., Galilee-Belfer, M. & Lee, J.J. (2013). "What is the greater good? The discourse on public and private roles of higher education in the new economy." *Journal of Higher Education Policy and Management* 35(5): 553-567.

Higher Education Authority. (2005). OECD IMHE-HEFCE Project on International Comparative Higher Education Financial Management and Governance: Financial Management and Governance in HEIs: Ireland.

Higher Education Authority. (2016). Higher Education System Performance 2014-2016 Retrieved 10th September 2017, from http://hea.ie/assets/uploads/2017/06/Higher-Education-System-Performance-2014%E2%80%932016.pdf

Higher Education Authority. (2017). "The quality of the Irish higher education system is greatly enhanced by the inward and outward movement of students and staff." Retrieved 20th September 2017 from http://hea.ie/policy/internationalisation/.

Higher Education Authority. (2017). Review of the Allocation Model for Funding Higher Education Institutions Working Paper 1: The Higher Education Sector in Ireland. Dublin. Retrieved 14th October 2017 from http://hea.ie/assets/uploads/2017/06/hea_rfam_working_paper_1_the_higher_education_sector_in_ireland_022017.pdf

Higher Education Authority. (2018). Draft Mission-based Performance Compact 2018-2021. Retrieved 7th May 2018 from http://hea.ie/assets/uploads/2017/04/Mission-Based-Performance-Compact-Template-2020-2021.pdf

Higher Education Statistics Agency. (2018). "HE student enrolments studying wholly overseas by location of provision 2012/13 to 2016/17." Retrieved 10th March 2018, from https://www.hesa.ac.uk/data-and-analysis/students/where-from.

Hiles, R. (2016). "The Scale and Scope of UK Higher Education Transnational Education." Delivering Excellence in Higher Education 2016.

Hockey, J. (1993). Research methods—researching peers and familiar settings, Research Papers in Education, 8(2), 199–225.

Hodkinson, H. & Hodkinson, P. (2001). *The strengths and limitations of case study research. learning and skills development agency conference at Cambridge*.

Hofstede, G. (1976). "Nationality and espoused values of managers." *Journal of Applied Psychology* 61(2): 148.

Huang, F. (2014). *The Internationalization of the Academic Profession. The Internationalization of the Academy*. Springer.

Hudzik, J. (2011). "Comprehensive internationalization: From concept to action." Retrieved 10th September 2017, from https://www.nafsa.org/uploadedFiles/NAFSA_Home/Resource_Library_Assets/Publications_Library/2011_Comprehen_Internationalization.pdf.

Hüfner, K. (2003). "Higher education as a public good: Means and forms of provision." *Higher Education in Europe* 28(3): 339-348.

ICEF (2017). "What rankings are most important to students?". Retrieved 17th April 2018, from http://monitor.icef.com/2017/09/what-rankings-are-most-important-to-students/.

Ilieva, R., Beck, K., & Waterstone, B. (2014). "Towards sustainable internationalisation of higher education." *Higher Education* 68(6): 875-889.

Institute of International Education. (2017). Project Atlas. Retrieved April 14th 2018 https://www.iie.org/Research-and-Insights/Project-Atlas

International Association of Universities. (2010). Internationalization of Higher Education: Global Trends, Regional Perspectives, 3rd Global IAU Survey.

International Association of Universities. (2012). Affirming Academic Values in Internationalization of Higher Education: A Call for Action.

Irish Aid. (2017). *Irish Aid Development Education Strategy 2017–2023*. Dublin

Irish Government News Service. (2011). ""Education in Ireland" launched." Merrion Street.ie. Retrieved 20th September 2017, from http://www.merrionstreet.ie/en/Category-Index/Education/Higher-Education/education-in-ireland-launched.html.

Irish Universities Association. (2014). 21st century universities performance and sustainability: Issues facing higher education in Ireland.

Irish Universities Association. (2018). "IUA Statement in response to fall of Irish Universities in QS World University Rankings 2019." Retrieved 7th June 2018, from https://www.iua.ie/6-june-2018-media-release-iua-statement-in-response-to-fall-of-irish-universities-in-qs-world-university-rankings-2019/.

Jacobone, V. & Moro, G. (2015). "Evaluating the impact of the Erasmus programme: skills and European identity." *Assessment & Evaluation in Higher Education* 40(2): 309-328.

James-MacEachern, M. & Yun, D. (2017). "Exploring factors influencing international students' decision to choose a higher education institution: A comparison between

Chinese and other students." *International Journal of Educational Management* 31(3): 343-363.

Janesick, V. (1994). *The dance of qualitative research design: Metaphor, methodolatry, and meaning. Handbook of qualitative research*. Denzin & Lincoln, Sage.

Jenvey, N. (2015). *Staff promotion not tied to internationalisation*. University World News retrieved 12th December 2017 from http://www.universityworldnews.com/article.php?story=20151113202229824

Johnson, W. & Colligan, F. (1965). *The Fulbright program: A history*. University of Chicago Press.

Jonathan, R. (1997). "Educational 'goods': Value and benefit." *Journal of Philosophy of Education* 31(1): 59-82.

Jonathan, R. (2001). "Higher education transformation and the public good." *Kagisano Higher Education Discussion Series* 1(1): 28-63.

Jonsen, K., Galunic, C., Weeks, J. & Braga, T. (2015). "Evaluating espoused values: does articulating values pay off?" *European Management Journal* 33(5): 332-340.

Joyce, P. (1906). *A Smaller Social History of Ancient Ireland*. Longmans.

Karl, J. (1965). *The Idea of the University*. London: Peter Owen Ltd.

Kauko, J. & Medvedeva, A. (2016). "Internationalisation as marketisation? Tuition fees for international students in Finland." *Research in Comparative and International Education* 11(1): 98-114.

Kaul, I., Grundberg, I & Stern, M. (1999). *Global public goods; International Cooperation in the 21st century,* Oxford University Press

Keeling, R. (2006). "The Bologna Process and the Lisbon Research Agenda: the European Commission's expanding role in higher education discourse." *European Journal of Education* 41(2): 203-223.

Kehm, B. (2016). *Embracing and Rejecting Rankings: The German Case. The Global Academic Rankings Game*. Routledge.

Kell, P. & Vogl,G. (2009). *Higher education in the Asia Pacific: challenges for the future*. Cambridge Scholars Publishing.

Kelly, M., & Doherty, C. (2014). *Music and the stars: mathematics in medieval Ireland*. Brepols Publishers.

Kezar, A., Chambers, A. & Burkhardt, J. (2015). *Higher education for the public good: Emerging voices from a national movement*. John Wiley & Sons.

Khoo, S.M. (2011). "Ethical globalisation or privileged internationalisation? Exploring global citizenship and internationalisation in Irish and Canadian universities." *Globalisation, Societies and Education* 9(3-4): 337-353.

Knight, J. (1993). "Internationalization: management strategies and issues." *International education magazine*. 9: 21-22.

Knight, J., & de Wit, H. (1999). *Quality and internationalization in higher education*. Paris, Organization for Economic and Community Development.

Knight, J. (2002). "Trade in higher education services: The implications of GATS." The Observatory on borderless higher education, Association of Commonwealth Universities and Universities UK, London, 3: 2002.

Knight, J. (2003). "GATS, trade and higher education: perspective 2003–where are we?" The Observatory on Borderless Higher Education, Association of Commonwealth Universities and Universities UK, London.

Knight, J. (2004). "Internationalization remodeled: Definition, approaches, and rationales." *Journal of Studies in International Education* 8(1): 5-31.

Knight, J. (2011). "Is internationalization having an identity crisis?" Programme on Institutional Management in Higher Education, OECD: 1.

Knight, J. (2013). "The changing landscape of higher education internationalisation–for better or worse?" *Perspectives: Policy and practice in higher education* 17(3): 84-90.

Knight, J., & de Wit, H. (2013). *International education hubs: Student, talent, knowledge-innovation models*. Springer Science & Business Media.

Knight, J. (2015). Moving from Soft Power to Knowledge Diplomacy, *International Higher Education*, 80 :8-9

Knight, J., & de Wit, H. (2015). "New rationales driving internationalization." *International Higher Education* (34).

Knight, J. (2016). *Meaning, rationales and tensions in the internationalisation of higher education.*

Knight, J. (2018). *A look on the bright side of HE internationalisation*. University World News., retrieved, 15th April http://www.universityworldnews.com/article.php?story=20180406155846552

Knight, J. (2018). Knowledge diplomacy or knowledge divide? *University World News*, 493.

Available at: http://www.universityworldnews.com/article.php?story=20180214084632675

Knight, J. (2018). Knowledge Diplomacy: A bridge linking international higher education and research with international relations, Discussion paper, British Council, retrieved 21st June 2018 https://www.britishcouncil.org/sites/default/files/kno.pdf

Kriebernegg, U. (2011). *The transatlantic dialogue on higher education: An analysis of cultural narratives.* Logos Verlag Berlin GmbH.

Kuhn, T. (1962). "The Structure of Scientific Revolutions" Vol.II No.2, The University of Chicago.

Kusek, W. (2015). "Evaluating the Struggles with International Students and Local Community Participation." *Journal of International Students* 5(2): 121-131.

Kvale, S. (1996). *InterViews. An introduction to qualitative research writing*, Sage.

Ladwig, J., Rees, G., & Shields, R. (2014). "New managerialism in education: commercialization, carelessness and gender." *British Journal of Sociology of Education* 35(4): 615-625.

LeCompte, M. & Preissle, J. (1993). Ethnography and qualitative design in educational research (2nd edition). New York: Academic Press.

Li, M. (2015). "China's "One Belt, One Road" Initiative: New Round of Opening Up." (RSIS Commentaries, No. 050). RSIS Commentaries. Singapore: Nanyang Technological University.

Lincoln, Y. & Guba, E. (1985). *Naturalistic inquiry*. Sage.

Lowndes,V. Marsh,D., & Stoker,G. (2018), *Theory and methods in political science*, 4th edition, Palgrave.

Luijten-Lub, A., Van der Wende, M., Huisman, J. (2005). "On cooperation and competition: A comparative analysis of national policies for internationalisation of higher education in seven Western European countries." Journal of Studies in International Education 9(2): 147-163.

Lynch, K., Grummell, B. & Devine, D. (2012). *New Managerialism in Education: Commercialization, Carelessness and Gender*. Palgrave Macmillan.

Lynch, K. (2016). *We don't have students any more – just customers*. Irish Times, 12th December 2016.

MacGregor, K. (2015). *Six key elements of an entrepreneurial university*. University World News 389. Available at:
http://www.universityworldnews.com/article.php?story=20151106141848199

Marginson, S. (2006). "Putting 'public' back into the public university." *Thesis Eleven* 84(1): 44-59.

Marginson, S. (2007). "The public/private divide in higher education: A global revision." *Higher Education* 53(3): 307-333.

Marginson, S. (2014). *Refute 'private good, public bad' claims, UC Berkeley told*. Times Higher Education, 16th October 2014.

Maringe, F. & Woodfield, S. (2013). "Contemporary issues on the internationalisation of higher education: Critical and comparative perspectives." *Compare: A Journal of Comparative and International Education* 43(1): 1-8.

Maslen, G. (2012). *Worldwide student numbers forecast to double by 2025*. University World News, retrieved January 17th 2018 from http://www.universityworldnews.com/article.php?story=20120216105739999

Massey, D. (1994). *A Global Sense of Place. Space, Place and Gender*. Minneapolis, University of Minnesota Press.

Mazzarol, T. & Soutar, G. (2002). "Push-pull" factors influencing international student destination choice." *International Journal of Educational Management* 16(2): 82-90.

McFadden, C., Maahs-Fladung, C. & Mallett, W. (2012). "Recruiting international students to your campus." *Journal of International Students* 2(2): 157-167.

McNay, I. (2007). "Values, principles and integrity: academic and professional standards in UK higher education." *Higher Education Management and Policy* 19(3): 43.

Mercer, J. (2007). "The challenges of insider research in educational institutions: wielding a double-edged sword and resolving delicate dilemmas". Oxford Review of Education, 33:1, 1-17.

Mercille, J. & Murphy, E. (2015). "The neoliberalization of Irish higher education under austerity." *Critical Sociology* 43(3): 371-387.

Mernagh, E. (2010). *Taking stock: Ten years of the Bologna process in Ireland*. Eurlreland.

Merriam, S. (1988). *Case study research in education: A qualitative approach.* San Francisco, CA, USA: Jossey-Bass.

Mills, S. & Stewart, J. (2015). “The doctoral research of doctoral researchers; experiences of being an insider researcher”. Proceedings of the European Conference on e-Learning, pp. 437-441.

Moed, H. (2017). "A critical comparative analysis of five world university rankings." *Scientometrics* 110(2): 967-990.

Moodie, G. (2015). *Branching out: why universities open international campuses despite little reward.* The Conversation.

Morey, A. (2004). "Globalization and the emergence of for-profit higher education." *Higher Education* 48(1): 131-150.

Morrow, S. (2005). "Quality and trustworthiness in qualitative research in counseling psychology." *Journal of counselling psychology* 52(2): 250.

Moustakas, C. (1990). *Heuristic research: Design, methodology, and applications*. Sage Publications.

Mulcahy, N., Dunphy, T., McCarthy, C, McDermott, E., Martin, J., O’Donnell, J., Quigley, P., Rowan, J. (1967). Irish Government Steering Committee on Technical Education (Report to the Minister for Education) Retrieved 12th March 2018 from https://www.education.ie/en/Publications/Policy-Reports/Steering-Committee-onTechnical-Education-Report-to-the-Minister-for-Education-on-Regional-TechnicalColleges.pdf

Muller, S. (1985). "Wilhelm von Humboldt and the University in the United States." *Johns Hopkins APL Technical Digest* 6(3): 253-256.

Nederveen Pieterse, J. (2012). "Periodizing globalization: histories of globalization." *New Global Studies* 6(2).

Nilsson, B. (2003). "Internationalisation at home from a Swedish perspective: The case of Malmö." *Journal of Studies in International Education* 7(1): 27-40.

O'Rourke, K. & Williamson, J. (2002). "When did globalisation begin?" *European Review of Economic History* 6(1): 23-50.

O'Brien, C. (2017). *Brexit and higher education: 'The interest in Ireland is amazing'*. Irish Times. Dublin.

O'Brien, C. (2017). *Trinity and UCD climb in latest world university rankings*. Irish Times. Dublin.

O'Brien, C. (2018). *Irish universities tumble down latest set of world rankings*. Irish Times.

Ó'Buachalla, S. (1976). "The National Institute for Higher Education, Limerick: The Service Role of the University in Regional Development." *Paedagogica Europaea*: 41-68.

O'Donoghue, T. (2007). *Planning your qualitative research project: An introduction to interpretivist research in education.* Routledge.

OECD. (2006). Reviews of National Policies for Education - Higher Education in Ireland

OECD. (2014). Who studies abroad and where? Indicator, C4, Education at a Glance 2014. OECD Indicators.

OECD. (2016). OECD Science, Technology and Innovation Outlook 2016, OECD París.

Oireachtas Library and Research Service. (2014). Higher education in Ireland: for economy and society? Spotlight, No.5.

Olds, K. (2012). Affirming academic values in internationalization of higher education: A call for action. Inside Higher Ed.

Osler, A. (2002). "Learning to live together: Citizenship education in an interdependent world." *Global Education Supplement*: 2-6.

Patton, M. (1990). *Qualitative evaluation and research methods*. SAGE Publications.

Paulsdottir, G. & Van Liempd, H. (2012). "Do we need to define Internationalization?" *International Association of Universities (IAU) IAU Horizons* 17(No.3).

Pépin, L. (2007). "The History of EU Cooperation in the Field of Education and Training: how lifelong learning became a strategic objective." *European Journal of Education* 42(1): 121-132.

Platt, J. (1981) On interviewing one's peers, The British Journal of Sociology, 32(1), 75–91.

Pratt, J. (1997). *The Polytechnic Experiment: 1965-1992*, The Society for Research into Higher Education & Open University Press.

Raftery, A. & Hout, M. (1993). "Maximally maintained inequality: Expansion, reform, and opportunity in Irish education, 1921-75." *Sociology of education*: 41-62.

Raimo, V. (2012). *International student recruitment & the power of agents*. blog, The PIE.

Randle, K. & Brady, N. (1997). "Managerialism and professionalism in the 'Cinderella service'." *Journal of vocational education and training* 49(1): 121-139.

Rashdall, H. (1895). *The universities of Europe in the Middle Ages*. Clarendon Press.

Read, J. (2015). *Assessing English proficiency for university study*. Springer.

Readings, B. (1996). *The university in ruins*. Harvard University Press.

Reeves, E. (2014). Public Capital Investment and Public Private Partnerships in Ireland 2000-2014: A Review of the Issues and Performance, Social Justice Ireland: 67-88.

Robson, C. & McCartan, K. (2016). *Real world research*. John Wiley & Sons.

Saichaie, K. (2011). "Representation on college and university websites: an approach using critical discourse analysis." PhD (Doctor of Philosophy) thesis, University of Iowa, https://ir.uiowa.edu/etd/1071.

Saichaie, K. & Morphew, C. (2014). "What college and university websites reveal about the purposes of higher education", The Journal of Higher Education, 85 (4): 499-530.

Salmi, J. (2009). *The challenge of establishing world-class universities*. World Bank Publications.

Samuelson, P. (1954). "The pure theory of public expenditure." *The review of economics and statistics* 36(4): 387-389.

Sanders, R. & Dunn, J. (2010). "The Bologna Accord: a model of cooperation and coordination." *Quest* 62(1): 92-105.

Schein, E. (1984). "Coming to a new awareness of organizational culture." *Sloan management review* 25(2): 3-16.

Scherrer, C. (2005). "GATS: long-term strategy for the commodification of education", Review of International Political Economy, 12(3): 484-510.

Schofer, E. & Meyer, J. (2005). "The worldwide expansion of higher education in the twentieth century." *American sociological review* 70(6): 898-920.

Schön, D. (1983). *The reflective practitioner: how professionals think in action*. Basic books, New York.

Schoorman, D. (1999). The Pedagogical Implications of Diverse Conceptualizations of Internationalization: A U. S. Based Case Study. *Journal of Studies in International Education* 3 (2): 19-46.

Schwandt, T. (1994). "Constructivist, interpretivist approaches to human inquiry." *Handbook of qualitative research* 1: 118-137.

Schwartz, S. (1992). “Universals in the content and structure of values: Theoretical advances and empirical tests in 20 countries”. *Advances in experimental social psychology*, Elsevier. 25: 1-65.

Schwartz, S. (2012). "An overview of the Schwartz theory of basic values." *Online readings in Psychology and Culture* 2(1): 11.

Scott, J. (2006). "The mission of the university: Medieval to postmodern transformations." *The journal of higher education* 77(1): 1-39.

Scott, P. (1995). *The meanings of mass higher education*. McGraw-Hill Education (UK).

Scott, P. (2005). "The global dimension: Internationalising higher education." Internationalization in higher education: European responses to the global perspective. Amsterdam: European Association for International Education and the European Higher Education Society.

Seale, C. (1999). *The quality of qualitative research. Introducing qualitative methods series*. London: Sage.

Seeber, M., Cattaneo, M., Huisman, J. & Paleari, S. (2016). "Why do higher education institutions internationalize? An investigation of the multilevel determinants of internationalization rationales." *Higher Education* 72(5): 685-702.

Selfridge, R. & Sokolik, S. (1975). "A comprehensive view of organizational development". MSU Business Topics, 23(1), 46–61.

Shah, S. (2004). "The researcher/interviewer in intercultural context: a social intruder!" British Educational Research Journal, 30(4), 549–575.

Shanka, T., Quintal, V. & Taylor, R. (2006). "Factors influencing international students' choice of an education destination–A correspondence analysis." *Journal of Marketing for Higher Education* 15(2): 31-46.

Sharma, Y. (2012). *Foreign students are part of 'soft power', but targets are ambitious*. University World News.

Shaw, J. (2010). "Education—A bad public good?" *The Independent Review* 15(2): 241-256.

Shin, J., Toutkoushian, R. & Teichler, U. (2011). *University rankings: Theoretical basis, methodology and impacts on global higher education*. Springer Science & Business Media.

Silverman, D. (2011). *Qualitative research: Issues of theory, method and practice*. Sage.

Silverman, D. (2014). *Interpreting qualitative data.* Sage.

Singh, K. (2015). "Report of the Special Rapporteur on the right to Education. Protecting the right to education against commercialization." Human Rights Council Twenty-ninth session. Agenda item 3.

Skilbeck, M. (2003). "Towards an integrated system of tertiary education." Unpublished Discussion Paper.

Slaughter, S. & Leslie, L. (1997). "Academic capitalism: Politics, policies, and the entrepreneurial university", John Hopkins University Press.

Spitzberg, B. & Changnon, G. (2009). "Conceptualizing intercultural competence." In D. Deardorff [Ed.] The SAGE handbook of intercultural competence: 2-52, Thousand Oaks, CA, Sage.

Stake, R. (2005). *Qualitative case studies.* Thousand Oaks, CA, Sage.

Stein, S., Andreotti, V., Bruce, J. & Susa, R. (2016). "Towards different conversations about the internationalization of higher education." *Comparative and International Education/Éducation Comparée et Internationale,* 45(1): 2.

Streb, C. (2010). "Exploratory case studies." Encyclopedia of case study research: 372-373, Sage Publications.

Swaine, M. (2015). "Chinese views and commentary on the 'One Belt, One Road'initiative." *China Leadership Monitor*, 47(2): 3.

Taylor, S. & Bogdan, R. (1984). "Introduction to qualitative research methods: The search for meaning", Wiley-Interscience.

Teachers Union of Ireland. (2005). TUI Response, Review of National Policies for Education: Review of Higher Education in Ireland OECD Examiners' Report.

Teichler, U. (2010). Internationalising higher education: Debates and changes in Europe. In Mattheou, Changing educational landscapes, Springer: 263-283.

Thomas, G. (2016). *How to do your case study*. Sage.

Thompson, D. (1991). *Moral Values and Higher Education: A Notion at Risk*. ERIC.

Tilak, J. (2008). "Higher education: a public good or a commodity for trade?" *Prospects* 38(4): 449-466.

Times Higher Education. (2017). "Best universities in Ireland 2018." Retrieved 17th September 2017, from https://www.timeshighereducation.com/student/best-universities/best-universities-ireland.

Tracy, S. (2010). "Qualitative quality: Eight “big-tent” criteria for excellent qualitative research." *Qualitative inquiry* 16(10): 837-851.

Trow, M. (1973). "Problems in the Transition from Elite to Mass Higher Education." Carnegie Commission on Higher Education Berkeley, California.

Trowler, P. (2004). "Policy and Change: Academic development units and the Bologna Declaration." *International Journal for Academic Development* 9(2): 195-200.

Tsang, E. (2013). "The quest for higher education by the Chinese middle class: retrenching social mobility?" *Higher Education*: 653-668.

Tsiligiris, V. (2012). *The impact of the economic crisis on higher education*. University World News

Tsvetkova, N. (2008). "International education during the Cold War: Soviet social transformation and American social reproduction." *Comparative education review* 52(2): 199-217.

Tufford, L. & Newman, P. (2010). "Bracketing in qualitative research." *Qualitative social work* 11(1): 80-96.

United Nations. (2018). "Capacity-building." Retrieved 12th June 2018, from https://academicimpact.un.org/content/capacity-building.

United Nations General Assembly. (1948). "Universal declaration of human rights."

UNESCO. (2009). World Declaration on Higher Education for the Twenty-First Century: Vision and Action.

UNESCO. (2012). "Global Education First Initiative: The UN Secretary-General's Global Initiative on Education." Retrieved 19th October 2017 UNESCO http://www. unesco. org/new/en/education/globaleducation-first-initiative-gefi.

UNESCO. (2014). Education beyond 2015, Executive Board, Hundred and ninety-fourth session. Paris.

Van der Wende, M. (1996). "Internationalizing the curriculum in higher education: Report on a OECD/CERI study." Tertiary Education and Management 2(2):186-195.

Van der Wende, M. (2000). "The Bologna Declaration: Enhancing the transparency and competitiveness of European higher education." *Journal of Studies in International Education* 4(2): 3-10.

Van der Wende, M. (2001). "Internationalisation policies: about new trends and contrasting paradigms." *Higher education policy* 14(3): 249-259.

Van Vught, F., Van der Wende, M. & Westerheijden, D. (2002). Globalisation and internationalisation: Policy agendas compared. in Enders, J. & Fulton, O. Higher education in a globalising world, Springer: 103-120.

Vogt, P., Vogt, E., Gardner, D. & Haeffele, L. (2014). *Selecting the Right Analyses for Your Data*. The Guilford Press.

Volet, S. & Ang, G. (1998). "Culturally mixed groups on international campuses: An opportunity for inter-cultural learning." *Higher Education Research & Development* 17(1): 5-23.

Vossensteyn, H., Beerkens, M., Cremonini, L., Besançon, B., Focken, N., Leurs, B., McCoshan, A., Mozuraityte, N., Huisman, J., Souto-Otero, M., De Wit, H. (2010). Improving the participation in the ERASMUS programme Study requested by the European Parliament's Committee on Culture and Education, IP/B/CULT/IC/2009-053, PE 438.603. Retrieved 7th September 2017 from http://www. europarl. europa. eu/activities/committees/studies/download. do? language= en&file= 32 130# search=% 20improving% 20participation% 20in% 20ERASMUS.

Vrasidas, C. (2000). "Constructivism versus objectivism: Implications for interaction, course design, and evaluation in distance education." *International journal of educational telecommunications* 6(4): 339-362.

Walsh, J. & Loxley, A. (2015). "The Hunt Report and higher education policy in the Republic of Ireland: 'An international solution to an Irish problem?'." *Studies in Higher Education* 40(6): 1128-1145.

Warwick, P., & Moogan, Y. (2013). A Comparative study of perceptions of Internationalisation Strategies in UK Universities, *Compare: A Journal of Comparative and International Education*,Volume 43 (1):102-123.

Watson, W., Kumar, K. & Michaelsen, L. (1993). "Cultural diversity's impact on interaction process and performance: Comparing homogeneous and diverse task groups." *Academy of management journal* 36(3): 590-602.

Weber, M. (1978). *Economy and society*. Berkeley: University of California Press.

Whitehead, J. (1989). "Creating a living educational theory from questions of the kind, 'How do I improve my practice?'." *Cambridge journal of Education* 19(1): 41-52.

Wilkins, S. (2016). "Establishing international branch campuses: a framework for assessing opportunities and risks." *Journal of Higher Education Policy and Management* 38(2): 167-182.

Williams, G. (1995). The “marketization” of higher education: Reforms and potential reforms in higher education finance. In D. D. Dill and B. Sporn (eds.), Emerging Patterns of Social Demand and University Reform: Through a Glass Darkly: 170-193. Pergamon Press, Oxford.

Williams, G. (2016). "Higher education: Public good or private commodity?" *London Review of Education* 14(1): 131-142.

Winston, G. (2000). The positional arms race in higher education, WPEHE Discussion Paper, No. 54, Williams College, Williams Project on the Economics of Higher Education (WPEHE), Williamstown, MA

Wong, L. (2008). "Data analysis in qualitative research: A brief guide to using NVivo." *Malaysian family physician: the official journal of the Academy of Family Physicians of Malaysia* 3(1): 14.

Wu, H., Garza, E. & Guzman, N. (2015). "International student’s challenge and adjustment to college." Education Research International, Hindawi Publishing Corporation.

Wu, T. & Naidoo, V. (2016). The Role of International Marketing in Higher Education. In International Marketing of Higher Education, Wu & Naidoo, Palgrave Macmillan: 3-9.

Xinying, Z. (2015). *President’s initiatives spur plan for new scholarship*. China Daily.

Yin, R. (2009). *Case study research: Design and methods*. Sage.

Yin, R. (2012). *Applications of case study research*. Sage.

Appendices

Appendix 1: Evolving mission of the university since 1000AD

University type	Era	University mission	International activity
Medieval university	*c.*1000 AD	Teaching mission and Scholasticism	Students from many different countries
Late Middle Ages university	*c.*1400AD	Administration in the church, secular states and municipalities and traditional professions	Students from many different countries
Early modern university	1700s	Nationalization – service to government of the nation-state	International engagement through colonial links
US Colleges	1800s	Democratization – service to the individual and nation-state	Limited international engagement
Humboldtian university	1800s	Research mission and academic freedom	Central, Eastern and Northern Europe
American university	1900s	Service to the public of the nation-state	Limited international engagement
American, German & British universities	Inter-War period	Early stage internationalisation	Open to international engagement
American & Russian universities	Post-War period	Cold War internationalisation	Promotion of their own universities
European university	1980s	Massification Europeanisation	Cooperation between EU

University type	Era	University mission	International activity
			universities
International university	1990s	Internationalisation	Beginning of international cooperation
International & Entrepreneurial universities	1995	Academic capitalism Entrepreneurship Triple helix Quadruple helix	Focus on commercial activity
International university	2011 onwards	Rethinking the mission Quintuple helix	Desire to reorientate internationalisation

Appendix 2: Schwartz's 'Universals in the content and structure of values' (1992, pp.5-12)

1. **Self-Direction:** Independent thought and action - choosing, creating, exploring
2. **Stimulation:** Excitement, novelty and challenge in life
3. **Hedonism:** Pleasure or sensuous gratification for oneself
4. **Achievement:** Personal success through demonstrating competence according to social standards
5. **Power:** Social status and prestige, control or dominance over people and resources
6. **Security:** Safety, harmony, and stability of society, of relationships, and of self
7. **Conformity:** Restraint of actions, inclinations, and impulses likely to upset or harm others and violate social expectations or norms
8. **Tradition:** Respect, commitment, and acceptance of the customs and ideas that one's culture or religion provides
9. **Spirituality:** Endow life with meaning and coherence in the face of the seeming meaninglessness of everyday existence
10. **Benevolence:** Preserving and enhancing the welfare of those with whom one is in frequent personal contact
11. **Universalism:** Understanding, appreciation, tolerance, and protection for the welfare of all people and for nature.

Appendix 3: Affirming Academic Values in Internationalization of Higher Education, International Association of Universities (2012, pp.4-5)

1. Commitment to promote academic freedom, institutional autonomy, and social responsibility.
2. Pursuit of socially responsible practices locally and internationally, such as equity in access and success, and non-discrimination.
3. Adherence to accepted standards of scientific integrity and research ethics.
4. Placement of academic goals such as student learning, the advancement of research, engagement with the community, and addressing global problems at the centre of their internationalization efforts.
5. Pursuit of the internationalization of the curriculum as well as extra curricula activities so that non-mobile students, still the overwhelming majority, can also benefit from internationalization and gain the global competences they will need.
6. Engagement in the unprecedented opportunity to create international communities of research, learning, and practice to solve pressing global problems.
7. Affirmation of reciprocal benefit, respect, and fairness as the basis for partnership.
8. Treatment of international students and scholars ethically and respectfully in all aspects of their relationship with the institution.
9. Pursuit of innovative forms of collaboration that address resource differences and enhance human and institutional capacity across nations.
10. Safeguarding and promotion of cultural and linguistic diversity and respecting local concerns and practices when working outside one's own nation.
11. Continuous assessment of the impacts – intended and unintended, positive and negative – of internationalization activities on other institutions.
12. Responding to new internationalization challenges through international dialogue that combines consideration of fundamental values with the search for practical solutions to facilitate interaction between higher education institutions across borders and cultures while respecting and promoting diversity.

Appendix 4: Audit of the interview process, April-May 2017

Interviewee	Interview date	Interview recheck	Transcription received	Transcription check	Member check
AM1	19 April	19 April	22 April	22 April	-
UM2	19 April	19 April	23 April	23 April	-
UM3	19 April	19 April	25 April	26 April	-
UM4	27 April	27 April	30 April	30 April	-
IM1	27 April	27 April	1 May	1 May	-
IM2	27 April	27 April	2 May	2 May	-
UM1	28 April	28 April	2 May	4 May	-
AM2	3 May	3 May	6 May	6 May	-
AM4	3 May	3 May	7 May	7 May	-
AM6	3 May	3 May	7 May	8 May	14 July
AM3	5 May	5 May	9 May	9 May	10 May
AM5	5 May	5 May	10 May	10 May	-
UM5	5 May	5 May	11 May	12 May	-
IM7	8 May	8 May	13 May	13 May	-
IM6	15 May	15 May	18 May	18 May	-
IM5	19 May	19 May	23 May	24 May	-
IM4	22 May	22 May	27 May	27 May	-
IM3	22 May	22 May	28 May	29 May	-

Appendix 5: Research Information Sheet

Research Information Sheet

Towards a clearer articulation of Ireland's values in relation to the internationalisation of higher education: public good, private good

Background to the study

Jane Knight, eminent researcher in the area of internationalisation of higher education, claims that 'a clearer articulation of the values guiding internationalisation is becoming increasingly important' (2015). The aim of this doctoral study is to gain an insight into the values currently guiding internationalisation in an Irish context. To this end, my intention is to seek the opinion of senior and middle management in a cross section of Irish higher education institutions and state agencies in order to establish their views on internationalisation in response to Knight's claim.

Research sample

For my sample, I have selected a cross section of universities, Institutes of Technology and state agencies that have responsibility for internationalisation. At each institution, I intend to interview management in order to gain an understanding of views on the internationalisation process from the top–down.

Interviews

All the interviews will follow a semi-structured format. It is expected that each interview will last between 40 and 60 minutes and take place in a location and at a time convenient to the interviewee. If agreement is obtained, interviews will be recorded, if not; detailed notes will be taken. It is possible that commercially sensitive information may be discussed during the interviews. Therefore all interviewee names and institutions will be protected and remain anonymous. The interviewee can request that the recording device be turned off at any stage.

Ethical Approval

A proposal for this research was approved by the University of Bath, Department of Education, Ethics Committee. If you have any concerns about the way the research is being conducted, please contact the project supervisor, Dr Andrea Abbas, Senior Lecturer in Education, Department of Education, 1 West-North, 3.1a, University of Bath.

Email: a.abbas@bath.ac.uk Tel: + 44 1225 38 5217

Contact details

Further information about the study can be obtained by contacting me on [redacted] or email [redacted]

Many thanks for your support.

Best regards,

Don O'Neill.

Appendix 6: Guiding questions for interviews

Guiding questions for interviews

Title of dissertation: Towards a clearer articulation of Ireland's values in relation to the internationalisation of higher education; public good, private good

Research question:

Can Ireland clearly articulate its values in relation to the internationalisation of higher education; public good, private good?

---

1. How long have you worked in the HE sector?
2. How long have you worked in this institution?
3. What motivated you to work in the area of internationalisation in HE?
4. What does internationalisation mean for you?
5. What changes have you seen in internationalisation over the years?
6. What in your opinion are the main arguments in favor of internationalisation? Examples?
7. What do you think is the main goal of internationalisation?
8. Does your institution have an internationalisation strategy? If so, how is it conceived, implemented, reviewed?
9. Who is responsible for internationalisation at your institution? Where does it reside? What happens at central level, at departmental level? Who has responsibility for particular countries?
10. What are the biggest challenges for developing internationalisation at your institution?
11. Who benefits from internationalisation at your institution?
12. Who should benefit from internationalisation at your institution?

13. What are the greatest opportunities internationalisation can bring to your institution?
14. How do you measure what is done with regards to internationalisation at your institution? Is the impact of internationalisation assessed? What do you measure?
15. What are your priorities for internationalisation at your institution over the next 5 years?
16. How will these plans be implemented? Are these plans sustainable?
17. What are the biggest challenges for Ireland in delivering on its internationalisation strategy?

Appendix 7: Interview consent form

Interview consent form

Towards a clearer articulation of Ireland's values in relation to the internationalisation of higher education; public good, private good

Name of Interviewer: Don O'Neill

Name of Interviewee:
Please tick each box

1. I confirm that I have read and understand the information sheet for this study and have had the opportunity to ask questions and have these answered satisfactorily.	
2. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason and can withdraw from the interview process up to one month after the date of the interview.	
3. I understand that the interview will be recorded, or detailed notes kept. I also understand that in the research findings my name or that of my institution will not be identified. The recording will be deleted from the recording device and stored on a password protected computer as soon as possible after the interview.	
4. I understand that the data collected in this interview will be used in the development of a doctoral thesis and may be used in publications related to that study.	

_____

Signature of interviewee **Date**

_____

Signature of researcher **Date**

Appendix 8: Data gathering from websites using click based method used by Cohen, Yemini & Sadeh (2014) not used in final study

Affirming academic values in internationalisation in a selection of Irish HEIs

Affirming academic values in internationalisation	**U1**	**U2**	**U3**	**U4**	**IOT1**	**IOT2**	**IOT3**	**IOT4**
Socially responsible practices (equity in access and success)	90	70	70	70	80	70	70	50
Student learning	90	90	80	70	0	90	90	0
Advancement of research	90	90	40	80	0	90	0	0
Engagement with the community	90	90	0	80	0	90	0	0
Addressing global problems	90	0	80	60	0	0	0	0
Internationalisation of the curriculum	90	50	0	70	0	0	0	0
International communities of research, learning and practice	90	0	90	40	0	0	0	0
Reciprocal benefit	90	20	0	0	0	0	0	0
Innovative collaboration	90	70	80	80	0	0	0	70
Cultural and linguistic diversity	90	0	90	80	9	0	0	0
Continuous assessment of impacts of internationalisation	0	0	0	0	0	0	0	0
International dialogue	90	0	0	60	0	0	0	70

International section of website	**990**	**480**	**530**	**690**	**170**	**340**	**160**	**170**
Total combining institutional website and international section of website	**1350**	**820**	**760**	**960**	**320**	**670**	**320**	**350**

Appendix 9: Website Search Guide

Based on Knight (2011, p. 1)

1. Cooperation
2. Partnership
3. Exchange
4. Mutual benefits
5. Capacity building
6. Competition
7. Commercialisation
8. Self-interest
9. Status building

Appendix 10: Pilot interview questions

Guiding questions for pilot interviews

Working title of dissertation: Towards a clearer articulation of Ireland's values in relation to the internationalisation of higher education; public good, private good

Research question:

Can Ireland clearly articulate its values in relation to the internationalisation of higher education; public good, private good?

---

1. How long have you worked in the HE sector?
2. How long have you worked in this institution?
3. What motivated you to work in the area of internationalisation in HE?
4. What does internationalisation mean for you?
5. What changes have you seen in internationalisation over the years?
6. What in your opinion are the main rationales for internationalisation?
7. What do you think is the main goal of internationalisation?
8. Does your institution have an internationalisation strategy? If so, how is it conceived, implemented, reviewed?
9. Who is responsible for internationalisation at your institution? Where does it reside? What happens at central level, at departmental level? Who has responsibility for particular countries?
10. What are the biggest challenges for developing internationalisation at your institution?
11. Who benefits from internationalisation at your institution?
12. Who should benefit from internationalisation at your institution?
13. What are the greatest opportunities internationalisation can bring to your institution?
14. How do you measure what is done with regards to internationalisation at your institution? Is the impact of internationalisation assessed? What do you measure?

15. What are your priorities for internationalisation at your institution over the next 5 years?
16. What are the biggest challenges for Ireland in delivering on its internationalisation strategy?

Appendix 11: NVivo

'Parent nodes' in NVivo

Parent nodes	Sources	References
Defining internationalisation	18	33
Revenue generation	18	27
Arguments in favour of internationalisation	18	21
Opportunities	18	19
Changes in internationalisation	18	18
Who benefits	18	18
Who should benefit	18	18
Challenges delivering on national strategy	18	18
Measuring internationalisation	17	19
Priorities	15	17
Exchange	13	15
Strategy	12	13
Biggest challenge	14	14
Leadership	11	16
Goal of internationalisation	11	11
Competition	9	14
Commercialisation	8	11
Rankings	8	11
Implementing plans	8	10
Academic staff support for internationalisation	8	9
Working together	8	9
Partnership	7	18
New Zealand	7	8
Alumni	5	10
Cooperation	5	5
Capacity building	4	7
Commission/scholarships	4	5
Self-interest	3	8
Research collaboration	2	5
Status building	1	1
Educating global citizens	1	1
Need for joined up thinking	1	1

Appendix 12: NVivo

Example of a 'child node' in NVivo - Arguments in favour of internationalisation

	Sources	References
Financial benefit	9	13
Research	6	7
Good for Irish students	4	5
Building partnerships	3	3
Curriculum development	3	3
Standing of the institution	3	3
Prepare global citizens	3	3
Rankings	2	2
International staff	2	2
International engagement	2	2
It's an imperative	2	2
No arguments against it	2	2
Intercultural understanding	2	2
Vibrant campus	1	1
Multicultural environment	1	1
Quality	1	1
Employability	1	1
Important for all staff	1	1
International experience	1	1
Progress of civilisation	1	1
Sense of community	1	1

Appendix 13: Criteria for 'excellent qualitative research based on Tracy's 'Eight "Big Tent" criteria, (2010, p.837)

Criterion	
Worthy topic	**Relevant:** • Relevant to all HEIs • Multi-layered impact – students, lecturers, managers, countries • Response to calls from Knight (2011); Brandenburg & De Wit (2011); International Association of Universities (2012); the European Parliament, (2015) **Timely:** • Response to Irish Government policy: - Department of Education and Skills, '*Irish educated, globally connected: an international education strategy for Ireland, 2016 – 2020*' (2016) - HEA Report '*The Internationalisation of Irish Higher Education*', by Clarke, Yang & Harmon, (2018) **Significant/interesting:** • Core concept in the field of education
Rich rigor	**Theoretical constructs:** • Strongly grounded in a qualitative paradigm • Breadth, depth and criticality of approach to literature in the field **Data and time in the field**: • 18 in-depth semi-structured interviews April and May 2017 • Immersion in data 6 months+ **Samples:** • Analysis of the websites of 8 HEIs: 4 universities and 4 Institutes of Technology • 18 in-depth semi-structured interviews over a 2 month period: five

	interviews with managers in four universities; seven interviews with managers in four Institutes of Technology; and 6 interviews with managers in 6 national agencies **Contexts:** • Higher education in Ireland, focus on management perspectives **Data collection and analysis processes:** • Carefully planned, and approved by the research supervisor at the University of Bath • Training received in the use of NVivo
Sincerity	**Self-reflexivity about subjective values, biases and inclinations of the researcher:** • Engaged in reflective writing in a journal and composed a situational analysis that is included in the Introduction chapter • Transparency about methods and challenges: Analysing the institutions websites proved to be a challenge as it is a relatively new approach in research. Details of an approach used which was tried but not deemed suitable can be found in Appendix 8 while the method used can be seen in Appendix 9
Credibility	**Thick description, concrete detail, explication of tacit knowledge, and showing rather than telling:** • These criteria were met by commitment to a word for word transcription of interviews and the integration of quotations from interviewees in order to honour their words and allow these to 'paint the picture' **Triangulation or crystallisation**: • Triangulation of sources – website analysis, in-depth semi-structured interviews, researcher journal **Multivocality:** • 18 interviewees: 5 managers from 4 universities, 7 managers from 4 Institutes of Technology and 6 managers from 6 national agencies **Member reflections:**

	• follow-up phone calls to 2 interviewees to check for understanding
Resonance	**The research affects or moves particular readers or a variety of audiences through:** • The commitment to the integration of quotations form interviewees allows their voices to be heard and adds to the verisimilitude of the discussion which it is hoped allows for the possibility of affecting some readers **Aesthetic, evocative representation:** • Whilst the intention behind the writing of this dissertation was not to create a text that is 'presented in a beautiful, evocative and artistic way' (p.845), the researcher bore in mind the call to 'not be boring' and to 'use one's own experience' as a reference. This was enhanced by reflective writing and by mindfully selecting the most powerful quotations from the interviewees for the discussion section. **Naturalistic generalizations:** • Sought out and explored in the Findings/Discussion chapter **Transferable findings:** • The study is designed to be transferable to other higher education settings
Significant contribution	**Conceptually/theoretically:** • First study on values relating to internationalisation at a national level **Practically:** • The study will have implications for policy at institutional and governmental levels **Morally:** • Takes the moral standpoint of working towards an approach to internationalisation that is rooted in a commitment to cooperative ventures, characterised by mutuality and generativity **Methodologically:** • Offers a case study design **Heuristically:** • The study evoked a strong desire within the researcher to engage in

	future research and in the conclusion outlines 'substantive and interesting suggestions for future research' (p.846)
Ethical	**Procedural ethics:** Department of Education University of Bath ethics committee **Situational and culturally specific ethics:** Anonymity of interviewees and institutions assured to protect identity **Relational ethics:** Consent form and explanation of parameters of the study **Exiting ethics:** Research findings will be shared with all interviewees
Meaningful coherence	**Achieves what it purports to be about:** the research questions are addressed, the aims are met, and the objectives are achieved **Uses methods and procedures that fit its shared goals:** adopts a methodology and set of methods that are aligned with a qualitative paradigm **Meaningfully interconnects, literature, research questions/foci, findings, and interpretations with each other:** interweaves the findings from the research with the literature, establishing connections to create a strongly woven narrative.